

A STUDY OF WORKING OF
SOCIALLY USEFUL PRODUCTIVE WORK
IN
SECONDARY SCHOOLS OF RAJASTHAN
AND
DEVELOPING AN EFFECTIVE MODEL FOR
STRENGTHENING S.U.P.W.

PROJECT REPORT

*A PROJECT SPONSORED
BY
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND
TRAINING
NEW DELHI*

INSTITUTE OF SOCIAL DEVELOPMENT

49, Mahaveer Nagar, Sector-4, Hiran Magri,
Udaipur – 313 002 (Rajasthan)

DLDI, NCERT
373.095446
SOC
F23799

Phone : (0294) 2461579

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PROJECT TEAM

Principal Investigator - **Dr. A.B. PHATAK**

Co-Principal Investigator - **Dr. T.M. DAK**

Junior Project Fellow - **Mrs. RANJANA JAIN**

Office Assistance - **CHITRESH JOSHI**

P R E F A C E

Institute of Social Development aims at taking up research and action programmes and intervention strategies for tackling the problems of the society. Education is one area in which this institute has keen interest. The trouble with our education system is that innovative ideas and practices are launched with great enthusiasm but after pursuing them for some time, they are either given up or we become indifferent towards their implementation. "Socially Useful Productive Work and Community Service" is one such idea which was launched with great enthusiasm but very soon the spirit behind it faded away and its implementation became just a ritual. The educationists strongly feel that this activity has tremendous educational potential as it involves students in productive work and also envisages a close school-community relationship. The philosophy behind this activity is close to the educational thinking of Gandhiji.

The research team of this institute thought it worthwhile to undertake a study of the existing position of S.U.P.W. in the secondary schools of Rajasthan and on the basis of the findings of this survey develop a more practicable model of S.U.P.W. which could be tried out in some schools. Such an effort could be a small step in the direction of reviving the educationally sound scheme of S.U.P.W. The present research project is the outcome of such a thinking

It is assumed that since the revised model of S.U.P.W. is the outcome of the findings of the survey of existing position and problems faced in implementation of the scheme of S.U.P.W as well as thinking of selected educationists, Principals and teachers, the proposed model is likely to gain acceptance in the schools. Moreover, this model has been tried out in selected sampled schools and has been found to be workable. The majority of teachers and students who participated in the try out have mentioned that the activity of S.U.P.W. is quite worthwhile. The students have shown keen interest in the activities under the S.U.P.W. scheme. Let us hope more and more schools come forward to try out the model of S.U.P.W. We wish to extend the

benefit of the valuable experiences which form the part of S.U.P.W. programme to the students

This study was successfully carried out with the active help and support of several organizations and individuals which we would like to put on record. First of all we would like to thank National Council of Educational Research and Training for providing financial assistance. This venture has been possible only due to the cooperation of the Headmasters/Principals, teachers and students of the schools who participated in this project. We are very much thankful to all of them.

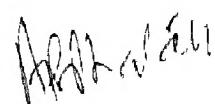
We are also grateful to Dr. M.P. Sharma, Principal, Vidya Bhawan Institute of Advanced Studies in Education (IASE), Udaipur and the members of the faculty of this institute for their cooperation and academic input in this project.

We are thankful to the other educationists, who contributed in the development of the model of S.U.P.W. Some experts helped the schools in developing some life skills among the students through their talks or demonstrations, we must thank them all too.

We would like to take this opportunity to thank Dr. Jitendra Sharma, Lecturer, S.G.K. Teachers' College (CTE), Jodhpur who went through this report and gave valuable suggestions which helped us in giving final shape to the report.

It must be recorded here that the project team has worked very hard to make it possible for this report to see the light of the day. The Institute of Social Development, Udaipur hopes that this document will serve as a useful guide on S.U.P.W. to all those who believe in educational innovations and experimentation for improving the quality of education in schools

*Udaipur
December 15, 2002*



A.B. PHATAK

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CHAPTER - I

PREVIEW

1. INTRODUCTION:

Many of the problems faced by the Indian society are due to the failure of its educational system to develop values and qualities among the younger generation, which are essential for the survival of democracy in an egalitarian society like ours. The tragedy with our educational system is its over-emphasis on transmission of knowledge or in most of the situations information. The finer aspects of personality development are often neglected in an attempt to excel in academic performance. The real aim of education should be the all round development of personality. The system should aim at development of head (Intellectual capacity), hand (Manual skills) and heart (emotional qualities). The Delor Commission report (1996) "Learning the Treasure Within" mentions four important pillars of education, namely-

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

Our present system hardly pays attention to the last three pillars. The ancient Greek and Indian thoughts view human being as a trinity of body, mind and spirit. In order to make education relevant and meaningful for the society, emphasis is placed on the development of all these three dimensions of human personality.

International Advisory Committee on School Curriculum set up by the UNESCO made following observations in its 1959 report-

"The information that we provide is useless, unless it becomes organized into knowledge and knowledge is of dubious value unless it deepens into wisdom. But even wisdom is not enough unless it leads to the quality of charity or compassion which increases our sense of

kinship with mankind (IIER, 1980). Evidently, the school education has not only to be work-oriented but also to be socially relevant".

The present system of education is cut off from the society. It hardly touches the crucial issues which are relevant to modern Indian society. Gandhiji had suggested very effective system of education known as Basic Education which laid emphasis on socially useful productive work. He suggested that the knowledge should not be imparted in isolation; it should emerge out of some useful productive activity and should be socially relevant. The experiment of Gandhiji was not given a fair trial and hence could not become basis for National system of Education.

A nationwide effort was initiated in early 1960s when emphasis was laid on making schools community-centered and education directly relevant to real life problems. The Ministry of Education and Ministry of Community Development and Co-operation, Government of India, had therefore jointly launched a programme of orientation of teachers to community development, and the subject of community development was incorporated in the syllabus of teachers' training so that the teachers can play effective role in making schools useful and relevant to community through its curricular as well as co-curricular programmes. However, the spirit generated through this programme did not last long and the efforts initiated with good intentions and high prospects were abandoned (Srivastava, 1962).

The Education Commission (1964-66) had also laid emphasis on Work Experience, the term it used for introducing some useful skill-based activities in schools. Later on, Ishwar Bhai Patel Committee suggested making "Socially Useful Productive Work and Community Service" (S.U.P.W. & C.S) as an integral part of school curriculum.

Socially Useful Productive Work (S.U.P.W.) was conceived as a purposeful activity related to the needs of children as well as society and resulting in production of some useful material or in any work which is useful for the community. Such socially useful productive work should not be done mechanically. It should involve proper planning, preparation and analysis and should result in development of insight among the students about the problems of community

and thorough knowledge about the activity in which the students are involved.

The objectives of these socially useful productive work as envisaged by Ishwar Bhai Patel Committee are :-

- a) To involve students in individual and group work.
- b) To develop dignity of labour among students by bringing them closer to the world of work.
- c) To bring students closer to community and its problems by involving them in community service, ultimately making them useful members of the community.
- d) To develop among students social qualities like team spirit, self-confidence, tolerance, consideration for others
- e) As the student progresses from the one stage of education to the next, he should get more and more involved in socially useful productive work.

The above mentioned objectives, if achieved, can make education really meaningful for the individual and relevant for the society, but this can happen only when S.U.P.W. in schools is conducted on right lines.

2. S.U.P.W. SCHEME AS IMPLEMENTED IN SECONDARY SCHOOLS OF RAJASTHAN

The scheme of Socially Useful Productive Work and Community Service was introduced in Rajasthan in 1984, but after the pronouncement of Education Policy 1986, its importance increased and more time was allotted for this activity in the school time-table. Detailed guidelines for schools for carrying out S.U.P.W. activities were published by the Board of Secondary Education, Rajasthan in 1987-88, and the objectives of this scheme as stated by the Board of Secondary Education, Rajasthan are :-

- a) To encourage the students to participate in individual and group manual work.
- b) To acquaint students with world of work and community service and develop in them respect for persons engaged in manual work.
- c) To develop among students skills necessary for becoming useful members of society and develop in them desire to work for the welfare of society.

- d) To develop among students national and emotional integration, spirit of co-operation and ability to participate in community service
- e) To develop among students qualities like self-reliance, dignity of labour, tolerance and sympathy.
- f) To help the students to understand the principles underlying the activities prescribed under this scheme.
- g) As the students advance from one stage to another, to guide them to participate in productive work and enable them to earn while they learn.
- h) To give preliminary experiences and practice to the students in work related to the occupations of their interest.

The scheme of S.U.P.W as implemented in secondary schools of Rajasthan has two components :-

- i) Activities and work to be carried out in classroom for which 4 periods per week were provided.
- ii) A S.U.P.W. camp of 5 days in each session.

Class Activities : Under the class room activities, two types of activities were prescribed · (a) compulsory activities and (b) elective activities (one activity from a list of activities to be selected by each student) The activities were either useful for daily life or related to different vocations. Compulsory activities included activities like maintenance of accounts, operating bank accounts, post office transaction, first-aid, repairing appliances used in home, scooter/cycle repair etc. Elective activities included activities like preparing soap, detergent, candles, writing business letters, circular letters, proof reading, stencil cutting, duplicating etc.

Camp :- Through organisation of camp it was expected that attempt should be made to develop among students qualities listed in objectives stated earlier. This would also give them an experience of living together cooperatively. During the camp, students were expected to participate in community service, undertake surveys, participate in programmes of national and emotional integration, and cultural activities.

It would not be out of place to mention here that though the scheme was very useful and educationally desirable, after continuing for some years the schools lost the spirit behind the scheme, the camps were not organized as they should have

been; only formality was completed. The proposed activities to be carried out in classroom were also carried out in diluted form. The reasons might have been many but the investigators observed that one reason was lack of a practicable model before the schools and also lack of proper orientation of teachers. This has also been revealed by some research studies undertaken in Rajasthan and elsewhere in the country. Hence the present project has been undertaken. It is hoped that through this project a practicable model of S.U.P.W. is likely to be evolved and its practicability demonstrated in some schools. The title of the project is .

"A Study of Working of Socially Useful Productive Work (S.U.P.W.) in Secondary Schools of Rajasthan and Developing An Effective Model for Strengthening S.U.P.W."

After going through the researches conducted in the area of S.U.P.W. which have been reported in the next chapter the following points emerged :

- a) The number of researches conducted is very small. In order to evaluate and to strengthen this activity, more research is needed in this area.
- b) Teachers need orientation for conducting this activity properly.
- c) There is no research study in which some experimentation has been undertaken in the case of S.U.P.W.

Looking to the above facts, the need for undertaking the present study is justified. It was, therefore, thought worthwhile to first survey the existing conditions in the schools regarding implementation of S.U.P.W. programme and then develop a model of S.U.P.W. programme for secondary schools and experimentally try it out in some schools to judge its effectiveness. If such a model could be developed, then it could be launched on a wider scale after giving appropriate training to the secondary school teachers responsible for conducting socially useful productive work activity. The present project is the outcome of such a thinking.

3. OBJECTIVES OF THE PROJECT

The following are the main objectives of this research project :-

- a) To study the existing programme of S.U.P.W. in selected schools and to find out the extent to which it is being implemented as per the guidelines suggested by the Board of Secondary Education, Rajasthan
- b) To evolve a programme of S.U.P.W. for secondary schools keeping in mind the objectives put forth by Ishwar Bhai Patel Committee.
- c) To try out the programme of S.U.P.W. in some selected schools to demonstrate its effectiveness.
- d) To suggest suitable strategy and approach for wider application of S.U.P.W. with a view to achieve desired objectives.

4. METHODOLOGY

4.1 Research Design : The research design consisted of two parts :

Part A: This part involved a survey for finding out the strengths and weaknesses of ongoing S.U.P.W programme in secondary schools of Rajasthan

Part B: This part consisted of developing and trying out a more practicable model of S.U.P.W. For this pre-test, post-test single group design was used. The S.U.P.W. model developed through this project was tried out in five secondary schools of Udaipur district.

4.2 Universe/Locale of Study :

The project was conducted in Udaipur district of Rajasthan which is predominantly a tribal area. Secondary schools from rural as well as urban areas of Udaipur district were included in the sample. The sample included both Government as well as privately run secondary schools.

4.3 The Sample : Since the study consisted of two parts, namely :

- a) Survey of existing conditions of working of S.U.P.W. programme, and
- b) Try out of relevant model of S.U.P.W.

it became necessary to select a sample separately for both the parts of the study.

Sample for Part A. For survey of existing position of S.U.P.W. programme, one urban and one rural secondary school were selected from each of the four geographical regions of Rajasthan namely North, South, East and West In pursuance of the above criteria one district from each of the above region was selected randomly in the first stage. From each of the district headquarter one secondary school was selected randomly. Thus the four urban secondary schools were selected in the sample. One rural secondary school from each of the four sampled districts was also selected. Such schools were selected from villages located between 25 to 50 kms. away from the district headquarters town.

In addition to the above mentioned rural and urban schools the investigators also conducted a survey of three local schools of Udaipur City. Thus the sample of part A of the study included 7 urban and four rural schools. A list of these schools is given in Chapter III.

Sample for Part B: The relevant model of S.U.P.W. developed in this project was tried out in five schools of Udaipur district. The reason for selecting schools from Udaipur district was the proximity of the schools from the location of research team. This was necessary because the team was required to visit these school frequently for monitoring the conduct of the programme of S.U.P.W. The details of the types of the schools and their number is being given in the following table.

Table : 1.1

Distribution of sampled schools in Tribal/Rural and Urban areas

<i>Types of School</i>	<i>No. of Schools</i>
<u>Tribal/Rural:</u>	
a) Government	1
b) Private	1
<u>Urban</u>	
a) Government	2
b) Private	1
5	

The five schools selected for trying out the model were selected purposively. The schools were such where teachers were willing to co-operate in this experimentation. For identifying such schools, help of Vidya Bhawan Institute of Advanced Studies in Education, Udaipur was taken because this Institute is in touch with the schools in the region. Moreover, the faculty of the Institute is involved in guiding the schools through their extension activities which include S.U.P.W. as well. All the students of class IX and their teachers were involved in implementing this project. Initially we had thought of including the students of class IX and X, the schools had also initially agreed to this proposal, but after seeing all the implications of the project, the schools did not allow us to include X class students in this project because they had to prepare for the Board Examination. Hence finally it was decided to try out the S.U.P.W. model in class IX only. It would be, however, worthwhile to mention here that though the schools were reluctant in allowing the X class students in participating in the project, after the completion of the project three out of the five schools expressed their willingness to continue this activity in their schools in the next session in X class as well.

Finally 440 students of class IX and 26 teachers from these schools participated in this experiment. Out of these 440 students some students dropped in the mid course of the project and hence the final number of the students who continued throughout the experiment was 386. The list of the schools in which the proposed model was tried out has been given in Chapter V.

4.4 Tools of Study: The data of this project was collected through the following tools and techniques.

(i) **Questionnaires:**

Questionnaires for Headmasters: Two questionnaires were developed for headmasters- one for surveying the existing conditions of S.U.P.W. programme in Rajasthan and second questionnaire was developed for knowing the reaction of the headmasters about the effectiveness of the proposed model of S.U.P.W.

Questionnaires for Teachers : Two questionnaire were developed for teacher — one for surveying the

existing condition of S.U.P.W. programme in Rajasthan and second questionnaire was developed for knowing the reactions of the teachers about the effectiveness of the proposed model of S.U.P.W.

Questionnaires for Students : Two questionnaires were developed for students – one for surveying the existing condition of S.U.P.W. programme and the second for knowing the reactions of the students about the effectiveness of the proposed model of S.U.P.W.

Questionnaire for parents : A questionnaire was developed for parents through which their reactions regarding the S.U.P.W. programme launched in the experimental schools in which their wards participated were obtained.

(ii) **Observation:**

In order to get a deeper insight into the existing working of S.U.P.W. programme the members of the research team visited the selected schools and observed the implementation of S.U.P.W. scheme. Similarly the research team also observed the implementation of the proposed model of S.U.P.W. in the experimental schools. This helped us in understanding some of the problems faced by the schools in implementation of the proposed model.

(iii) **Test on Life Skills:**

A test was developed for knowing the knowledge acquired by the students regarding the various life-skills proposed in the S.U.P.W. model. The test consisted of 37 items covering 18 life skills. The same test was used as pre-test and post-test.

Procedure Followed for Development of Tools

The following steps were followed for the development of the tools mentioned above:

- Identification of the areas in which responses were to be collected.

- Framing questions for eliciting responses.
- Circulating the first draft of the tool among 5 experts for getting their opinion about the questions.
- Trying out of the tools, and necessary revision was done wherever needed.
- Final draft was printed.

(iv) Plan of Implementation of the Project:

The project was implemented in two phases the details of which are given below:

Phase I : This phase had a duration of one year and the following tasks were completed during the first year.

1. Survey of existing S U P.W. programme in selected schools.
2. Identification of strengths and weaknesses of the ongoing programme of S.U.P.W. in selected schools
3. Development of an effective programme of S.U.P.W. for schools through workshop of experts, resource persons, school teachers and Head Masters.

Phase II : This phase was also completed in one year and included the following tasks :

1. Orientation of teachers of the schools selected for implementation of the Proposed Model of S.U.P.W.
2. Administration of Pre-test to the students.
3. Actual try out of the programme of S.U.P.W developed under this project in selected schools.
4. The post-test administered to the students of schools.
5. Administering questionnaires to the students of selected schools, their teachers and parents for knowing their reactions about the S.U.P.W. programme.

6. Evaluation of students by teachers.

5. DATA ANALYSIS :

The data collected with the help of above mentioned tools were analysed both qualitatively and quantitatively .

a) Qualitative Analysis: The results of observation regarding the implementation of S.U.P.W. programme and the opinions of headmasters regarding the S.U.P.W. programme were subjected to qualitative analysis.

b) Quantitative Analysis. For comparison of pretest-post test results, t-test was used for comparing the mean scores of students of different types of schools. In some cases percentage of responses by different groups of respondents were also calculated

CHAPTER II

SURVEY OF RELATED LITERATURE

Before launching any research project it is always worthwhile to undertake a survey of literature related to the research theme. This should include both relevant documents as well as related researches on the topic of the research. The investigators of this research project also undertook a survey of related literature on S.U.P.W.

A survey of related literature helps in getting a deeper insight into the issues related to the theme of research and it helps in avoiding duplication of the work already done in the relevant area. The review also helps investigator in deciding about the methodology, the tools and the scheme of data analyses for his research. In the light of these advantages the investigators would like to summarise the significant documents and important researches which they came across pertaining to socially useful productive work and community service.

1. DOCUMENTS

The following documents were found to be quite important and useful for the present research.

1.1 Ishwar Bhai Patel Committee Report on Socially Useful Productive Work:

This report was found very useful because it gives a conceptual clarification of S.U.P.W. and also lays down the objectives which could be achieved through this programme.

1.2 N.C.T.E. (1978) appointed a working group for developing guidelines on Gandhian values, Socially Useful Productive Work and Community Work for teacher Education Curriculum. The working group has suggested detailed activities to be conducted in Teacher Education Programme related to S.U.P.W. and community work.

1.3 S.I.E.R.T. (1984), Udaipur Rajasthan has published a Guide-book for teachers for guiding S.U.P.W. activities in Primary schools.

1.4 NCERT (1987), has published guidelines for conducting programme of "Work Experience" in school. These guidelines give the objectives of this programme, different activities to be conducted, suggestions for preparing annual plans and other relevant details helpful in successful implementation of the programme of Work Experience.

1.5 Board of Secondary Education, Rajasthan (1987-88) offered guidelines for Socially Useful Productive Work and Community Services, which provide a detailed outline of the programme of S.U.P.W. and C.S. to be introduced in schools. The guidelines include objectives of this programme, detailed list of activities to be conducted in classroom, outline of camp to be organized, time to be allotted to these activities and other important details pertaining to the programme.

1.6 The report of the training programme for the S.U.P.W. teachers of D.I.E.T.S. organized by Regional College of Education is also a very useful document. In this document guidelines have been provided for preparing lesson plans of S.U.P.W. activities; suggestions for organisation of S.U.P.W. camps, list of material required for various skill-based activities, suggestive list of activities for disabled children and role of school in creating environmental awareness etc., have also been given in this document. Any teacher who is given responsibility of S.U.P.W. activities for the first time will find this report useful.

2. RESEARCHES

Swami (1985) studied the attitude of school staff towards the S.U.P.W. programme launched by the Board of Secondary Education, Rajasthan. Everyone had accepted the worthiness of this programme. The headmasters have expressed the opinion that lack of time is a hindrance in implementation of this activity. The study was taken up when the programme was just launched. It was too early to reach a conclusion about attitudes towards this programme. Many headmasters and teachers had

not been fully oriented in this concept and programme at that time.

Shinde (1985) adopted case study method to study the implementation of S.U.P.W. scheme in the schools of Karnataka. The study revealed that there is a need to integrate the concept with different subjects taught in the schools. The problems in implementing this scheme centred around motivation, selection and organization. Lack of resources, lack of clear perception on the part of teachers were also major problems. A large number of students in classes was a hurdle in effective implementation of the scheme of S.U.P.W. Many fear that this activity is a hindrance in academic performance. However, children loved this activity and the group work and were enthusiastic for community service and participation.

Bhardwaj (1986) also studied the organisation and implementation of S.U.P.W. programme in secondary schools and the findings of the study indicate that in the opinion of teachers the activity was being conducted more effectively in private schools as compared to Govt. schools. The teachers expressed the following opinion about the activity. They felt the activity has increased the burden on students. The headmasters however felt that the activity is not adversely affecting the studies. The teachers felt that the S.U.P.W. activity had helped in developing dignity of labour among students. The similar feeling was also expressed by the students. Teachers felt that activity is helpful in developing favourable attitude among students towards social service and vocational skills, and the headmasters felt that this programme is helpful in all round development of personality, developing spirit of co-operation among them and developing vocational skills.

Paliwal (1987) studied the attitude of students and teacher of Rajasthan towards S.U.P.W. and C.S. He included the teachers of Govt. and Pvt. Secondary schools in the sample. The results of the study indicate that most of the teachers felt that this activity should form the integral part of the education system, because this activity helps in developing many good human qualities among the students. They, however, pointed out some problems in conducting this activity effectively. The problems mentioned are non-availability of trained teachers, lack of resources, difficulty in selling products prepared by students, and reluctance of parents in sending their children to

camps as well as bearing the expenditure of the camp. The reaction of the students reported in the study are as follows: difficulties encountered in providing human and material resources for the activity of S.U.P.W., financial difficulties. The children found this activity useful in their education. They also felt that they should be allowed to choose the activity of their interest and lastly they felt that student should also be involved in planning the S.U.P.W. activities.

Gautam (1988) found that the new pattern of education has failed to implement productivity oriented education.

Balasankar (1988) studied work experience programme going on in schools of Kerela. The status situation of the programme in terms of aims, organisation, implementation, financing and evaluation were assessed. Interest and attitude of teachers and public were also studied. The study did not find the existence of any ‘earn while you learn’ programme. There was practically no evaluation of the work-experience. Majority of students favoured evaluation of it, the time allocation for it was found to be inadequate and physical facilities not satisfactory. The attitude of teachers and parents was not favourable.

Burad studied implementation of S U P.W. scheme in girls' secondary schools of Udaipur. She found that teachers consider this activity useful for developing dignity of labour and creativity among students. The teachers suggested that 6 periods instead of 4 per week be provided for this activity. The camp should be organized in the month of October-November for 5-days duration.

Joshi (1990) undertook an economic evaluation of “earn while you learn” scheme implemented in Madhya Pradesh. The study revealed that the production work performed by students was praise-worthy, both quantitatively as well as qualitatively. The scheme benefited students from low income group and was appreciated by parents. This also helped in improving retention of students.

Lakhara (1990) studied the implementation of S.U.P.W. programme in schools of Jhunjunu district of Rajasthan. He found that this programme was more successfully implemented in girls' schools as compared to boys' schools. There was no

significant difference in implementation of this activity in government and private schools. The urban schools were doing better as compared to rural schools

Kataria (1991) in his study found that both teachers and students had accepted this activity of S.U.P.W. However, girls have more favourable attitude towards this activity as compared to boys. The Headmasters have also accepted its utility, but teachers take it as a burden.

Patel (1991) carried out study of work experience programme in Secondary Teachers' Training Colleges. It was found that in more than half the sampled institutions, work experience was neither a compulsory subject of study nor of evaluation. The facilities provided and funds allocated were inadequate. The time devoted for this activity was also inadequate

NCERT (1991): Department of Vocationalization of Education, NCERT had organized a seminar in March 1990 to review the implementation of the programme of work experience. Its report throws light on the status of the programme of "Work Experience" in different states; it also includes some innovations tried out in this area by some institutions and success stories of some institutions. Finally the report includes recommendations for strengthening this activity.

Swami (1992) conducted an evaluative study of S U P W. in the secondary schools of Himachal Pradesh. He identified certain weaknesses in the implementation such as teachers were not oriented, and institutional material was not available.

On going through the researches reported above following points emerge:

- (i) The teachers responsible for implementing S U.P.W. programme lack proper orientation.
- (ii) The schools lack resources needed for effective implementation of the scheme of S.U.P.W., and the schools also feel paucity of funds for effective implementation of this programme.
- (iii) The teachers and parents considered this activity as a hindrance in better academic performance, however, many students loved this activity and were quite enthusiastic for participating in community work.

The investigators observed that very few studies were conducted for evaluating the success of the S.U.P.W. programme and suggesting necessary modification. Hence, in the light of these observations the research project undertaken by the investigators seems to be justified and useful.

CHAPTER III

EXISTING STATUS OF S.U.P.W. IN SCHOOLS

One of the important aims of this research project was to study the existing status of the S.U.P.W. programme being implemented in the secondary schools of Rajasthan. This was necessary to find out the shortcomings and difficulties in implementing the S.U.P.W. programmes in the schools. Moreover this would have also provided the research team, opinion of teachers for making the S.U.P.W. programme realistic and practical. The first phase of the project was mainly devoted to surveying the existing position of S.U.P.W. programme in the secondary schools of Rajasthan.

For surveying the existing position of S.U.P.W. programme 11 schools were selected from the four geographical regions of Rajasthan namely North, South, East and West. From each region one rural and one urban secondary school was selected. In addition to the eight schools from four regions three more local schools from Udaipur were also included in the survey.

The schools included in the survey are being listed below:-

1. Govt. Sr. Secondary School, GandhiNagar, Jaipur.(Urban).
2. Govt. Secondary Girls School, Bhanpurkala, Jaipur(Rural).
3. Mahesh Sr. Secondary School, Jodhpur (Urban).
4. Govt. Sr. Secondary School Bawri, Jodhpur (Rural).
5. Govt. Sr. Secondary School, Near GPO, Shriganganagar. (Urban).
6. Govt. Secondary School, Chunagarh, Shriganganagar (Rural)
7. Maharawal Govt. Sr. Secondary School, Dungarpur (Urban).
8. Govt. Sr. Secondary School Punjpur, Dungarpur (Rural).
9. Guru Nanak Public School, Sector-4, Udaipur (Urban).
10. Govt. Sr. Secondary School, Panerion Ki Madri (Urban).
11. Govt. Sr. Secondary Girls' School, Residency, Udaipur (Urban).

1. FINDINGS

From these 11 schools, 322 students, 125 teachers and 11 headmasters were contacted for knowing their opinion regarding the implementation of S U P.W. programme in their schools. The schools selected for survey included different types of schools such as Government, Private, Boys', Girls', urban and rural schools. Separate questionnaires were prepared for each of the above mentioned groups and their responses were collected through these questionnaires. In addition to this, the research team also visited these schools and actually observed the activities being conducted in these schools under S U P.W. programme. The main findings of this survey are being reported below.

- 1.1 99.38 percent students and all the teachers as well as headmasters of the schools under study mentioned that the S.U.P.W. programme was being conducted in their schools.
- 1.2 When they were asked to mention the specific activities which were being conducted under this programme, they were not able to give list of specific activities. The students were not able to differentiate between the compulsory and optional activities.
- 1.3 Majority of the teachers (96.89 percent) and students (99.20 percent) mentioned that camps were organized under the S.U.P.W. programme, but night stay was not prevalent in the camps; the students attended the camps only during school hours.
- 1.4 59.94 percent students and 45.60 percent teachers stated that the practical activities were conducted only during the camp and not throughout the session. Those teachers and students who reported that the practical activities were conducted throughout the session were not able to specify the number of periods per week allotted to these activities.
- 1.5 Most of the students (97.52 percent) liked these practical activities and 88.80 percent teachers also expressed the view that the students took keen interest in the practical activities.
- 1.6 Only 26.4 percent teachers and four headmasters expressed the view that adequate number of teachers were available for conducting these activities. .

- 1.7 Only 56.83 percent students, 44.80 percent teachers and 5 headmasters felt that adequate space was available in the schools for running these activities.
- 1.8 Most of the teachers (73.60%), students (65.22%) and 6 headmasters felt that adequate material and equipments were not available in the schools for conducting the S.U.P.W programme.
- 1.9 59.01 percent students considered the S.U.P.W. programme educationally useful but only 40.00 percent teachers and 54.55 percent headmasters accepted the educational utility of the S.U.P.W. programme.
- 1.10 An important positive point which emerged from the survey was the opinion of majority of students, teachers and headmasters favouring continuation of S.U.P.W programme

2. DIFFICULTIES ENCOUNTERED BY THE SCHOOLS IN IMPLEMENTATION OF S.U.P.W. PROGRAMME

The headmasters, teachers and the students indicated some of difficulties faced by them in successful implementation of S.U.P.W. programme. The percentages of students, teachers and headmasters expressing these difficulties have been given in the following table.

Table – 3.1
Percentages of Students, Teachers and Headmasters experiencing Various Difficulties in S.U.P.W. Programme

Difficulties	Percentage		
	Students	Teachers	Headmasters
1. No weightage is given to this activity in evaluation system	76.16	68.80	90.91
2. Lack of financial resources	71.43	68.00	72.73
3. Problem of night stay in camp	65.84	68.80	90.91
4. Lack of positive attitude of parents towards this programme.	49.69	64.80	63.64
5. Lack of trained teachers to conduct this programme	37.27	57.60	63.64
6. Hindrance in studies	36.96	32.80	36.36
7. Lack of teachers	31.99	62.40	54.55
8. Lack of sufficient place to conduct the activities of this programme.	31.99	25.60	45.45

A glance at the above table highlights one important positive feature and it is that a very low percentage of students, teachers and headmasters considered S.U.P.W. programme a hindrance in studies. In addition to the above mentioned difficulties some teachers also mentioned lack of a well defined evaluation procedure for the participation of the students in this programme.

3. SUGGESTIONS FOR MAKING S.U.P.W. PROGRAMME EFFECTIVE

Valuable suggestions were given by headmasters, teachers and students for making S.U.P.W. programme more effective; these suggestions have been summarized below:-

- 3.1 A need for giving training to the teachers-in-charge of S.U.P.W. activity was felt by teachers and headmasters.
- 3.2 Sufficient budget provision should be made for S.U.P.W. programme so that the adequate resources could be provided for this programme.
- 3.3 Weightage should be given to this activity in the evaluation system.
- 3.4 It was suggested that the camps should be organized away from the schools and the District Education Officer should supervise the conduct of these camps. Some teachers and students also suggested that the duration of camp should be increased.
- 3.5 The need for revision and updating of the syllabus for S.U.P.W. was also felt.
- 3.6 The practical activities should be conducted throughout the session and not merely during the camps.
- 3.7 It was suggested that the parents should be invited to see some of the activities conducted under S.U.P.W. programme so that they develop a positive attitude towards this programme.
- 3.8 The teachers and students doing excellent work under the S.U.P.W. programme should be rewarded.

The observation of the research team was that most of the activities of S.U.P.W. were conducted only during the camp period. There was no evidence of systematic organisation of these activities throughout the year. In one urban school it was reported that since computer education was introduced in the school, the students offering computer education did not participate in the S.U.P.W. programme. The investigators came

to know from some other schools also that this practice is prevalent in many schools of Rajasthan and has been accepted by the Board of Secondary Education, Rajasthan. This practice has undermined the importance of S U P W. programme Computer education cannot be considered as a substitute for the S U.P.W. programme

CHAPTER IV

DEVELOPMENT OF REVISED MODEL OF S.U.P.W. PROGRAMME

It has been well recognized that a sound educational system should lay emphasis not merely on academic excellence but it should also provide for training of hands and emotions. That is why various Commissions and Committees as well as educational thinkers have suggested that some work experience, productive work and socially useful activities should find place in the school curriculum. The latest recommendation in this direction was made by Ishwar Bhai Patel Committee. The committee recommended introduction of socially useful productive work and community services (S.U.P.W.) in school curriculum. The state of Rajasthan was one of the first states to have implemented the recommendations of Ishwar Bhai Patel Committee.

The S.U.P.W. programme was introduced in the school curriculum by the state of Rajasthan in 1984. The programme was further strengthened after the pronouncement of Educational Policy (1986). The programme of S.U.P.W. went on in right earnest for some years but later on the spirit behind the scheme was lost. This is quite clear from the survey conducted by the research team of the existing situation of the S.U.P.W. programme in the schools. It was observed by the research team that the activities of S.U.P.W. were not conducted throughout the session. They were restricted to the 5-day camps organized once in a year. In some schools the periods meant for S.U.P.W. were being utilized for completion of courses in some crucial subjects. Even the camps were not organized properly. The teachers responsible for conducting the S.U.P.W. programme were not oriented properly for running this programme effectively. Similar findings have also been reported in the research studies conducted in Rajasthan and elsewhere in the country. It would, however, be worthwhile to mention here that in the survey conducted by the present research team most of the teachers and students accepted the worthwhileness of the S.U.P.W. scheme.

In the light of the above discussion it was considered important by the present research team that a practicable and realistic revised model of S.U.P.W. needed to be evolved and tried out in some schools.

The present investigators, therefore, worked on the development of practicable and realistic model. After preparing a groundwork of such model, it was thought worthwhile to organize a consultation workshop for giving a final shape to the proposed model of S.U.P.W. Hence, a three-day workshop was held from May 6-8, 2001 at Guru Nanak Girls College, Udaipur. In this workshop 18 participants took part. The group consisted of experts from the field of education, teachers and headmasters/principals of secondary and senior secondary schools. The outcomes of the workshop as well as the final model of S.U.P.W. which emerged as a result of the deliberation in the workshop are being reported below:

1 BASES OF DEVELOPMENT OF THE REVISED MODEL OF S.U.P.W. PROGRAMME

The following considerations formed the bases of the development of the revised model of S.U.P.W

- * The purpose of education should be to make our students physically strong, mentally sound, spiritually empowered and sensitive towards the fellow beings and the environment.
- * The programme of S.U.P.W. should continue throughout the session though the total number of the periods suggested at present may be reduced.
- * The major activity (practical) should continue throughout the session and minor practical activities should be conducted in the camp only.
- * A list of life-skills necessary for every citizen should be worked out and attempt should be made to develop these life-skills among the students. Support material for development of these life-skills should also be supplied to the teachers responsible for this task.
- * A detailed outline of the activities to be conducted during the camp should be prepared.
- * Consensus emerged in the workshop that looking to the difficulties of the schools, students could be expected to stay in the camp only during the day time. Night stay in the camp was not found practicable in the present circumstances.

- * An orientation of teachers associated with S.U.P.W. programme should also be conducted.

2. MODEL:

Keeping the above principles in mind, the following model of S.U.P.W. programme was evolved in the present research project (chart 1).

3. TERMS DEFINED

3.1 Major Activity :- The major activity under the S.U.P.W project means a skill based activity to be continued throughout the session. The activity should include skills the acquisition of which needs long and sufficient time. Examples of such activities are cycle/scooter repair, repair of home appliances, book-binding, wood work etc

Chart - 1
Model of S.U.P.W. and Community Services

(1)	(2)	(3)	(4)	(5)
<u>Life Skills</u> To be imparted throughout the year				
<u>Major Activity</u> To be carried out throughout the year for developing a major skill				<u>Community</u> <u>Sevices</u> to be carried out During the year..
	<u>Minor Activity</u> To be carried out during the camp for developing a minor skill.		<u>Camp</u> *Social Services *Minor skill based activity * Social Survey * Prayer, Yoga, etc * Cultural & Entertainment Activities	

NOTE: 1 Two periods per week will be provided for activities 1 to 3
 2 Camp will be organized for 5 days

3.2 Minor Activity: The minor activity would include skill based activities to be carried out only during the camp, such activities would not involve complicated skills and could be learnt in 4-5 days. The examples of such activities are preparation of Amritdhara, Wax candle, Chalk sticks, Soap-Detergent, etc.

3.3 Life-Skills: Every intelligent citizen is expected to acquire some skills in life which are necessary for smooth running of his life as well as carrying out some day-to-day transactions. Examples of some life skills are – knowledge of first aid, maintenance of and precautions in using home appliances, postal and bank transactions, fundamental rights, consumer rights, etc

3.4 Community Service: It is expected that the students should have a closer contact with the community in which they live. They should understand the life in the community and its problems. They should also go in the community and render some useful services. This experience is likely to sensitize the students towards the problems of the community. Examples of community services could be doing “Shramdan” for cleaning some area in community, for building roads, wells etc , participating in literacy campaigns, creating awareness about various vaccination programmes and similar other activities.

3.5 Camp : The S U.P.W. camp would mean 5 days out - of - school camps for the students which would involve important activities like social services, minor skill based activity, social survey, prayer, yoga and cultural & entertainment activities. The purpose of this camp is manifold such as establishing a closer contact with the community acquiring first hand knowledge of social and physical environment through direct experiences and acquiring art of living together.

4. GUIDELINES:

- 4.1 It was decided to provide two periods per week for S.U.P.W. programme throughout the session.
- 4.2 The duration of the camp would be 5-days.
- 4.3 A list of life skills to be developed among the students was worked out in the workshop and is being given below-

- i. Knowledge of first-aid and traditional method of treatment.
- ii. Knowledge about vaccination
- iii. Danger of drug-addiction
- iv. Repair & maintenance of domestic appliances.
- v. Use of Bus and Railway Time-tables and telephone directory.
- vi. Acquaintance with the working of post and telegraph offices and banks, and maintenance of daily household accounts.
- vii. Knowledge and use of non-conventional sources of energy by solar cooker, solar light system, biogas plants, etc.
- viii. Saving methods of energy, water and electricity.
- ix. Washing, ironing, mending and storing of cloths.
- x. Measuring height and weight and recording them.
- xi. Class-room and house decoration
- xii. Knowledge of traffic rules and signals.
- xiii. Personal and community hygiene and health.
- xiv. Emergency services – Police, Hospital and Fire-brigade.
- xv. Consumer Rights, Human Rights, Child Rights, Fundamental Rights and Duties.
- xvi. Preservation of fruit and vegetables
- xvii. Environmental protection.

4.4 A suggestive list of major activities to be carried out throughout the year is given below:

- i) Book-binding
- ii) Cycle-repairing/Scooter repairing
- iii) File-folder making
- iv) Paper-bags, envelop making
- v) Repair of Home Appliances
- vi) Wood work
- vii) Soft toys making, etc.

4.5 Suggestive list of minor activities to be conducted only during the camp is given below:

- i) Chalk making
- ii) Ink making
- iii) Soap-detergent (Washing powder) making
- iv) Candle making
- v) Food preservation

- vi) Syrup, squash & pickle making
- vii) Making of Vaseline, Amritdhara, etc
- viii) Tie & dye, etc.

4.6 A suggestive list of Community Services is being given below :

- i. Manual labour work or shramdan for Road making, Barricade formation, deepening of wells.
- ii. Environment protection.
- iii. Plantation of trees.
- iv. Awareness programmes to restrict use of plastic bags.
- v. Awareness against population explosion
- vi. Participation in literacy programme.
- vii. To develop sensitivity among children for aged and disabled people
- viii. Volunteer work during fairs and community festivals.
- ix. Helping in cleanliness of community.
- x. Helping traffic police in regulation of traffic.
- xi. Volunteer work during natural disaster.
- xii. Helping in community health programmes run by government and non-government organisation.
- xiii. Keeping sources of drinking water clean and safe in the community.
- xiv. Volunteer work in hospitals in taking care of patients.

5. EVALUATION OF STUDENTS' PARTICIPATION IN S.U.P.W. PROGRAMME

It was decided that the evaluation of students would be done both regarding the theoretical knowledge gained as well as the practical work done by the students. Total marks of evaluation would be 100, out of which 40 marks would be for theoretical portion and 60 marks for practical.

A detailed scheme of evaluation is being given below -

<i>TOTAL MARKS</i>	<i>100 Marks</i>
A. Theoretical	40 Marks

1.	Life-Skills	20 Marks
	(A test would be developed for assessing knowledge of students about life skills, the same test would be used as pre-test and post-test)	
2.	Knowledge about activities of the Camp. (Assessment would be done by the teachers through oral viva-voce of the students)	20 Marks
B.	Practical	60 Marks
1.	Assessment of major activity going on through-out the year	20Marks
2	Assessment of minor activity during the camp	10Marks
3.	Participation in camp activities like Community Service,, Labour Service,	30Marks

The assessment for practical work would be done by the teachers on the basis of their observation of the students throughout the session. While assessing the performance of the students in practical work the aspect to be taken in the account are:

1. Regular participation of the students,
2. Perfection in skill, and
3. Quality of product prepared by the student.

Since the model developed in the workshop was prepared in consultation with school teachers and headmasters it was likely to be more practicable. However, this model was tried out in 5 schools of Udaipur district for one session 2001-2002. The results of the try out and the reaction of the teachers and students are given in the chapters VI and VII.

CHAPTER V

**FIELD TRY OUT OF THE PROPOSED
S.U.P.W.
MODEL IN SELECTED SCHOOLS**

The important part of the project was the try out in some schools of the proposed model of S U P. W developed through this project. Though the model was developed in consultation with educationists and school teachers, it was thought necessary to try out the proposed model in selected secondary schools. Thus following steps were taken for a try out of this model.

1. SELECTION OF SCHOOLS: The first task before the investigator was to select secondary schools in which proposed model could be tried out. It was thought worthwhile to select different types of schools for a field try out such as Government/Private, Rural/Urban and schools having a girl population. Keeping these considerations in mind five schools were selected for trying out the proposed model. Of these, three were government and two were private schools. The five schools are three urban schools and two rural schools. Except one school, all other schools were co-educational. We would like to mention here that in the research proposal of this project we had proposed only four schools for field try out. But in actual situation we selected five schools for the try out As mentioned in chapter I there were two criteria for selection of the schools for field try out. First the schools located in and around Udaipur were selected and the second was that the schools which were willing to co-operate in the project were selected.

A list of schools known to be willing for experimentation and located in and around Udaipur was obtained from Vidya Bhawan I.A.S.E. which has close contact with the schools in this area. Of these schools those schools were selected which agreed to extend full co-operation for trying out the proposed model. The task of identifying such schools was not very easy. Some schools which had initially given their consent for participation in these try out backed out because of their

inability to own the responsibilities involved in the process of try out. We had, therefore, to go in for a search of alternate schools in place of those two schools which had backed out. Ultimately the five schools were selected for try out. The number of teachers and students involved in the process of try out is being given in the following table. The students of class IX were involved in this project.

Table No. 5.1
Number of teachers and students involved in the process of try out

S.No.	Name of Schools	No. of teachers involved	No. of students involved at the time of starting the try out	Students involved who continued throughout the session
1.	Rajasthani Bal Vidya Mandir, Jhadol. (Rural-Private)	4	48	39
2.	Govt. Secondary School, Sisarma (Rural-Govt.)	5	41	30
3.	Govt. Secondary School, Dewali, Udaipur.(Urban-Govt.)	5	79	64
4	Vidya Niketan Secondary School, Sector-4, Udaipur.(Urban-Private)	5	97	90
5	Govt. Sr. Secondary School, Panerion Ki Madri, Udaipur, (Urban-Govt.)	7	175	163
		26	440	386

2. ORIENTATION OF TEACHERS:

Before starting the proposed S.U.P.W. programme in the selected schools, it was thought necessary to explain the details of the proposed model of S.U.P.W. to the teachers of the five schools participating in the try out of the model. For this an orientation programme of one day for teachers of each school was organized separately. The orientation programme continued during the month of July and was completed by the beginning of August. The points covered in the orientation programme were as follows:

- 2.1 The purpose of Socially Useful Productive Work and Community Service programme.
- 2.2 The nature of activities which could be included under the skill based activities, which would include major activities to be continued throughout the year and minor activities to be conducted during the camp.
- 2.3 Important life skills, their meaning and suggestive list.
- 2.4 Organisation of camp.
- 2.5 Evaluation procedure of students participating in S.U.P.W. activities.
- 2.6 Preparation of school-wise plan of S.U.P.W. activities along with the defining of the role of different teachers participating in try out process.

3. SCHOOL-WISE PLANS:

After the orientation, each school was asked to prepare a detailed plan of carrying out S.U.P.W. activities according to proposed S.U.P.W. model. This included the following aspects.-

- 3.1 Names of the S.U.P.W. in-charge and the teachers participating in try out along with their roles and responsibilities.
- 3.2 Deciding specific periods in a week to be allotted for this activity
- 3.3 Deciding the major skill based activity/ activities to be introduced in the schools and minor skill based activity/activities to be conducted during the camp.
- 3.4 Deciding tentative dates of the camp along with proposed activities during the camp.
- 3.5 Support material/help needed by the school for conducting the try out.

Each school prepared its detailed plan before the commencement of the project and submitted a list of support material needed by them.

4. SUPPLY OF SUPPORT MATERIAL TO THE SCHOOLS:

Out of the total number of life skills expected to be developed among the students through S.U.P.W. programme,

most of the skills were such for the development of which the teachers had necessary expertise, and had requisite resource material with them, but there were some skills in which the teachers wanted to have supplementary support material from the project team. Hence the project team collected the requisite support material from different sources and supplied a package of this support material to the teachers of all the five schools. In addition to this support material, books on various activities published by NCERT were procured and a set of such books was distributed to each of these five schools.

5. LECTURES OF EXPERTS:

In addition to the support material supplied to schools by the project team, the schools were also assisted in organizing lectures of some experts on the topics relevant to the prescribed life skills. The lectures of following experts were organized in the schools.

Table No. – 5.2
List of Lecture of Experts organized in Schools

S No.	Name of Expert	Topic
1.	Dr. Chander Singh Dr. S S. Mehta Dr. G.C. Lodha	First-aid, Personal health and hygiene First-aid, Personal health and hygiene First-aid, Personal health and hygiene
2	Shri Shankar Lal Bakolia	General information & working of bank.
3.	Dr. M.P. Sharma	Environment education.
4.	Shri Palendra Sharma	Traffic rules & signals
5.	Shri Ramdayal Verma	Maintenance of domestic appliances.
6.	Dr. Satguru Saran	Fundamental rights & duties

6. PRE-TEST:

A pre-test was prepared to test the knowledge of the students with regard to the various life skills expected to be developed through this project. The Pre-test was administered to the students of all the five schools before the commencement of the S.U.P.W. programme. This pre-test was administered in order to know the position of the knowledge possessed by the students regarding the life-skills before their participation in the S.U.P.W. project.

7. ACTUAL CONDUCT OF THE PROJECT:

After the preparations mentioned above were completed, the S.U.P.W programme as per proposed model was launched in all the five schools from August 1, 2001 and continued upto March, 2002. Two periods per week were provided throughout the session for this activity and five days camps were organized in all five schools. The dates on which the camps were organized in all five schools are given below.

Table 5.3
Dates of Camp in Sampled Schools

<i>Name of Schools</i>	<i>Dates of Camp</i>
1 Govt. Secondary School, Dewali, Udaipur.	October 01-05, 2001
2 Govt. Secondary School, Sisarma.	October 16-20, 2001
3. Govt. Sr. Secondary School, Panerion Ki Madri, Udaipur.	November 20-24, 2001
4. Vidya Niketan Secondary School, Sector-4, Udaipur.	December 18-22, 2001
5. Rajasthan Bal Vidya Mandir, Jhadol.	January 20-24, 2002

All the five schools conducted the following significant activities during the camp:-

1. Prayer
2. Shramdan (Community Service)
3. Community Survey
4. Cultural Programme
5. Minor skill based activities such as preparation of soap, detergent, chalk sticks, Amritdhara, etc.
6. Exhibition of things prepared by the students.

In addition to five days' camp the schools continued the programme of S.U.P.W. throughout the year providing two periods per week. Through this programme they achieved two major goals :-

- A) Got acquainted with important life skills, list of which has already been given in chapter IV.
- B) They participated in major skill based activity such as book-binding, preparation of envelops, preparation of paper bags, cycle repairing, tie and dye, etc.

8. POST TEST

After completion of the try out of the project for one academic session, the post-test based on life-skills was administered to all the students who had participated in this project. The post-test was administered in order to see the increase in the knowledge of the students regarding life-skills as a result of participation in the S.U.P.W. project.

9. STUDENT EVALUATION

The teachers were asked in beginning to maintain the record of their observations of the students' participation in different activities of the S U P W project on the basis of which they were expected to submit their evaluation of each student at the end of project. A detailed scheme of student evaluation given in chapter IV was explained to the teachers in orientation programme. The teachers, thus submitted their evaluation of the students after the completion of the project on March 14, 2002.

10 MONITORING THE TRY OUT:

After orienting the teachers about the S.U.P.W programme to be tried out in the schools, the schools were asked to implement it as per the guidelines provided to them. The schools started the implementation of programme from August 1, 2001 and continued it throughout the session upto March 14, 2002. But it was not left to the schools only to implement the programme as per the suggested model. The investigators adopted a well planned strategy of monitoring the implementation of S.U.P.W. models in the schools. The monitoring strategy involved weekly visits to the schools by the project team, mid term evaluation workshops and individual discussion with headmasters of the schools by the Principal-Investigator periodically and meeting with the participating teachers in every school before the actual camp dates for discussing detailed planning of the camp.

10.1 School Visits : The Junior Project Fellow had decided the following days in the week for visiting the schools :

*Govt. Sr. Sec School Panerion Ki Madri Udaipur,	Monday
*Govt. Secondary School, Sisarma	Tuesday
*Vidya Niketan Secondary School, Sector-4, Udaipur.	Wednesday
*Rajasthan Bal Vidya Mandir, Jhadol	Friday
*Govt. Secondary School, Dewali, Udaipur	Saturday

In addition to one visit per week per school, the field investigator used to undertake an additional visit to the schools randomly. During the school visits, the Junior Project Fellow used to ensure that the activities were going on as per proposed plan. The difficulties of the teachers were also discussed and necessary guidance was given to the school teachers. If they needed any support services the same were made available to them at the earliest. The investigators also visited the camps organized by each school.

10.2 Mid-Term Review Workshop: After the project had run for near about 5 months a mid term review workshop was organized on January 5-6, 2002. In this workshop the teachers along with the headmasters/principals associated with the S.U.P.W. programme in the selected schools were invited to participate. The S.U.P.W. in-charge from each school presented the report of the progress of activities related to S.U.P.W. in their schools. They also mentioned some difficulties they were facing in the experiment. Through group discussions way out was found for overcoming such difficulties. The schools were reminded that they had to teach all the life-skills suggested in the model before the close of the try out i.e. March 14, 2002. One school which had not organized 5-day camp was asked to organize it at the earliest. The school promised to organize the camp from January 20-24, 2002. The participating teachers were also told that they should closely observe the participation of students in various activities including the camp because they were expected to submit evaluation of their students at the end of the try out. The mid-term evaluation proved to be quite useful as it helped in boosting the morale of teachers participating in the project and also knowing their difficulties and the support they needed from us.

10.3 Workshop for Planning Students' Evaluation: Another workshop was organized on March 10, 2002; this was a time when the try out was coming to an end. In this workshop two things were done :

- (i) Review of the entire try out of the S.U.P.W. model in the selected schools. This involved obtaining the reactions of teachers of the schools associated with the project regarding the proposed S.U.P.W. model. The reactions of the teachers expressed in this workshop and also through the responses given in a questionnaire filled in by them have been summarized in the next chapter. The next chapter also includes reactions of the participating students and headmasters/principals of the schools.
- (ii) Since the teachers were expected to submit the evaluation of the students at the end of try out, they were explained the various components of the student evaluation along with the relevant weightage. They were asked to submit the student evaluation within a week after the completion of try out, that is by March 21, 2002.

10.4 A workshop for sharing the results: After the analysis of the results of the try out of the S.U.P.W. model, a workshop was organized on November 24, 2002 for sharing the results of this project with all the participating school teachers and headmasters as well as teachers and headmasters of some other schools. This was done with a view to motivate the schools to continue the important activity of S.U.P.W. in their schools.

Chapter - VI

EVALUATION OF EFFECTIVENESS OF THE PROPOSED S.U.P.W. MODEL

In the previous chapter the details of the field try out of the proposed model of S.U.P.W. developed during this project have been reported. After the try out of the model proposed in this project it was thought worthwhile to evaluate the effectiveness of the proposed model. In this chapter results of evaluation of the proposed model have been reported.

1. CRITERIA OF EVALUATION:

The following three criteria form the basis of evaluation of the proposed model of S.U.P.W.

1.1 Pre-test-Post-test difference:

A pre-test and post-test based on the life skills to be developed through the S.U.P.W. programme were administered to all the students participating in this S.U.P.W. project. A comparison was made between the mean pre-test scores and mean post-test scores of the students. The significant gain in the post-test scores over the pre-test scores would be indicative of the success of the proposed model of S.U.P.W. The gains in the post-test scores have also been calculated for different categories of schools such as Government-Private, Rural-Urban, Male-Female.

The life-skills have been divided into 5 areas which are being given below:-

- a. Health and Sanitation.
- b. Awareness about Consumer Rights and Fundamental Duties, and Rights of citizen.
- c. Environmental Awareness.
- d. Social Awareness.
- e. Home Management.

Test items in the pre-test and post-test have been framed in all these 5 areas. Thus area-wise scores on pre-test and post-test are also available. The investigators have also studied the pretest-post test difference areawise.

1.2 Evaluation of Performance of Students by Teachers:

At the end of the project the teachers were asked to evaluate the students for their performance in different activities which formed the part of the S.U.P.W programme. The detailed scheme of evaluation has been given in the previous chapters. The evaluation by teachers was based on their observation of the students throughout the year. The evaluation scores of the students is also an important indicator of the success of the proposed model.

1.3 Opinion of the groups connected with the S.U.P.W. Project:

Opinion of students, teachers, headmasters and parents about the S.U.P.W programme tried out in the selected schools was obtained through questionnaire and interview. These opinions were also used as indicators of the success of the proposed model of S.U.P.W.

2. RESULTS

The results of evaluation of the proposed model of S.U.P.W. on the three criteria mentioned above are being reported below.

2.1 Pretest-Post test difference for test on life skill:

The mean pre-test and post-test scores on the test of life skills of the students of five schools included in the study along with the t-values have been given in the following table:

Table No. 6.1
Pre-test and Post-test scores of the students of sampled schools

S. No.	Name of school	N	Pre-Test		Post-test		r	t
			Mean	S.D.	Mean	S.D.		
1.	Govt. Secondary School, Dewali	62	12.935	03.962	37.596	7.558	.529	30.284**
2.	Rajasthan Bal Vidya Mandir, Jhadol	39	13.256	05.413	24.564	9.621	.781	11.098**
3.	Govt. Sr. Secondary School, Panerion Ki Madri, Udaipur.	159	13.691	04.907	23.792	6.779	.599	23.198**
4.	Govt Secondary School, Sisarma	30	13.733	5.680	33.566	10.581	.545	12.251**
5.	Vidya Niketan Sec. School, Sector-4, Udaipur	89	19.505	6.192	28.539	8.022	.591	12.863**
6.	Total Sample	379	14.891	5.794	28.018	9.360	.443	29.892**

* t value significant at .05 level of significance.

** t value significant at .01 level of significance

The Table No. 6.1 shows that the difference between the mean pre-test and post-test scores of the students of all the five schools as well as the total sample of students have been found to be significant at .01 level of significance. The gain in the post-test scores has been significant among the students of all the five schools which participated in the study. This shows that the gain in the knowledge about the life skills has been significant for the students of all the five schools.

The maximum gain in the mean score has been in case of Govt. Secondary School, Dewali (24.661) and the minimum gain in the mean score was in case of Vidyaniketan School (9.034).

It would be worthwhile to mention that the gain has been significant for all the five areas of the life skill test for all the five schools included in the study. The Tables pertaining to the five areas, has been given in appendix.

The gain in the post-test scores over the pre-test was also significant in case of all types of student population such as Government, Private, Rural, Urban, Male and Female. The Tables pertaining to this section have been given in appendix II.

The mean percentage attainment of the students of different schools on the post-test of life skills is being given in the following Tables.

Table-6.2

School-wise Mean Percentage Attainment on Post-test of Life Skills

<i>S.No.</i>	<i>Name of School</i>	<i>Mean Percentage Attainment on Post-test</i>
1.	Govt Secondary School, Dewali, Udaipur.	60.6387
2	Rajasthan Bal Vidya Mandir, Jhadol	39.6193
3.	Govt. Sr. Secondary School Panerion Ki Madri, Udaipur.	38.3741
4	Govt. Secondary School, Sisarma	54.1387
5.	Vidya Niketan Secondary School, Sector-4, Udaipur.	46.0306
6.	<u>Total Sample</u>	<u>45.1903</u>

A glance at the Table No 6.2 shows that the highest mean attainment on the post-test of life skills was in case of students of Govt. Secondary School, Dewali (60.64 percent) and the lowest mean percentage attainment of students was found for the Government Senior Secondary School, Panerion Ki Madri (38.37 percent). Incidentally both the schools having the highest and the lowest mean percentage attainment are located in urban area and both the schools are government schools. The variation in the attainment of students in the area of life-skills must be due to the difference in the ability of the teachers concerned to communicate the content related to life skills.

Mean percentage scores on post-test for life skills have also been calculated for each of the five sub-areas of the test on life skills. The five areas have been mentioned earlier. The areawise percentage scores on post-test have been calculated for different schools and are being reported in the following Table No. 6.3.

Table-6.3

**Area-wise Mean Percentage Scores on Post-test of Life Skills
for different Schools**

S. No.	<i>Names of Schools</i>	<i>Area-wise Mean Percentage Scores</i>				
		I	II	III	IV	V
1.	Govt. Secondary School, Dewali, Udaipur.	68.00	46.43	51.47	68.85	63.78
2.	Rajasthan Bal Vidya Mandir, Jhadol.	50.31	32.14	38.59	32.08	39.00
3.	Govt. Sr Secondary School, Panerion Ki Madri, Udaipur.	43.38	29.71	33.71	39.62	43.00
4.	Govt. Secondary School, Sisarma, Udaipur.	52.69	45.14	55.29	54.62	60.67
5.	Vidya Niketan Secondary School, Sector-4, Udaipur.	54.25	32.14	42.06	44.46	49.56

The Table No. 6.3 reveals that the students of all the schools have performed best in areas no. I and V. These areas pertain to health and home management. The lowest performance of students of all the schools has been found in area II which relates to awareness about Consumer Rights and Fundamental Duties and Rights of citizens.

2.2 Evaluation of Performance of Students by Teachers:

As mentioned above, the second criteria of evaluation was the assessment of the performance of the students by their teachers in the various activities of S.U.P.W. programme. The results of the assessment are being given in the following Table. The Table presents the mean scores of the students of five schools included in the study as awarded by teachers. It must be mentioned that the maximum marks out of which the teachers have awarded marks to all the students are one hundred.

Table – 6.4
The Mean Evaluation Scores of Students of Different Schools

S.No.	Name of Schools	Mean Evaluation Scores
1.	Govt. Secondary School, Dewali, Udaipur	64.83
2.	Rajasthan Bal Vidya Mandir, Jhadol.	66.97
3.	Govt. Sr. Secondary School, Panerion Ki Madri, Udaipur.	65.50
4.	Govt. Secondary School, Sisarma, Udaipur.	74.20
5.	Vidya Niketan Secondary School, Sector-4, Udaipur.	78.01

From the Table No 6.4 it is clear that the means of teachers' evaluation scores for different schools range from 64.83 to 78.01, the lowest mean score is for the students of Government Secondary School, Dewali and the highest mean scores are for Vidya Niketan Secondary School, Sector-4, Udaipur. It is strange that the school which had the highest mean score on test of life skills has got the lowest mean assessment by teachers. In any case the mean assessment of the teachers has been quite high in case of all schools being more than 60 percent in all cases. It seems there has been a tendency on the part of teachers to assess the participation of the students quite liberally. The results of teachers' assessment show that performance of students in S.U.P.W. is quite satisfactory, which is an indication of success of proposed model.

2.3 Opinion of the Groups Associated with the Project about the Proposed model

The third criteria for evaluating the effectiveness of the proposed S.U.P.W. model was the opinions of students, teachers, headmasters and parents about the proposed S.U.P.W. model. Questionnaires were given to students, teachers and parents for eliciting their opinions about the proposed model,

whereas the five headmasters of the schools included for the try out of the proposed model were interviewed for knowing their opinions about the proposed model. The opinions expressed by the above mentioned groups associated with the project have been summarized in following paragraphs

1. Awareness about the Programme

The respondents of all the four groups (Students, Teachers, Headmasters and Parents) were asked whether the programme of S.U.P.W. was organized in their schools in the session 2001-2002. Their responses have been summarized in Table No. 6.5. From the Table No 6.5 it is clear that 96.63 percent students, 100 percent teachers, headmasters and parents mentioned that the programme of S U.P W was organized in their schools. Out of 386 students, only 13 students either did not reply or were uncertain or said no to this question. This shows that almost all the respondents in all the four groups mentioned that the programme of S.U.P W. was organized in their schools. The school-wise position has also been given in the table which is also similar to the pattern mentioned above.

2. Number of Periods Per Week Provided for S.U.P W Activity throughout the Year'

In the proposed model it was expected that the schools would provide at least two periods per week for the S.U.P.W. activity. The respondents were asked about the number of periods provided per week for this activity in their schools. The responses to this question have been summarized in the Table No. 6.6.

From the Table No. 6.6 we find that only 38.60 percent students and 7.69 percent teachers expressed that only one period per week was provided, rest of them mentioned that two or more periods per week were provided for this activity. Only one out of five headmasters mentioned that one period per week was provided for this activity. This was in case of Govt. Secondary School, Sisarma. On seeking clarification from this headmaster, he clarified that there were occasions during the session when due to some constraints one period per week could be provided instead of two. In case of Govt. Secondary School, Dewali, though all the teachers and headmasters had mentioned that two periods per week were provided for this activity 93.75 percent students of this school had mentioned that one period had been provided for this activity. The reason

Table : 6.5

Opinion of the respondents about the organisation of the S.U.P.W. programme in the school this year

S No	Name of Schools	Yes			No			Uncertain			No Response			Total			
		S	T	H	P	S	T	H	P	S	T	H	P	S	T	H	P
1	Govt Sec School, Dewali	63 (98.44)	5 (100)	1 (100)	13 (100)	0 (0.00)	1 (1.56)	0 (0.00)	0 (0.00)	1 (1.56)							
2	Rajasthan Bal Vidhya Mandir, Jhadoh.	38 (97.44)	4 (100)	1 (100)	10 (100)	0 (0.00)	1 (2.56)	0 (0.00)	0 (0.00)	1 (2.56)							
3.	Govt. Sr. Sec. School, Panerion Ki Madr, Udaipur.	158 (95.92)	7 (100)	1 (100)	29 (100)	1 (100)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.51)	0 (0.00)	0 (0.00)	0 (0.00)	3 (5.1)	0 (0.00)	0 (0.00)	0 (0.00)
4.	Govt. Sec. School, Sesarma	30 (100)	5 (100)	1 (100)	19 (100)	0 (0.00)											
5.	Vidya Nikatan Sec. School, Sector-4, Udaipur	84 (93.33)	5 (100)	1 (100)	14 (100)	3 (3.33)	0 (0.00)	0 (0.00)	0 (0.00)	3 (3.33)	0 (0.00)						
Total		373 (95.63)	26 (100)	5 (100)	81 (100)	4 (1.12)	0 (0.00)	0 (0.00)	0 (0.00)	4 (1.05)	0 (0.00)	0 (0.00)	0 (0.00)	5 (1.30)	0 (0.00)	0 (0.00)	0 (0.00)

Note: - S- Students; T- Teachers; H- Head Masters; P- Parents.

Figures in brackets denote percentages.

Table - 6.6

Number of Periods Provided for S.U.P.W. Activity Throughout the Year

Name of the Schools	1.						2						3						4						No Response						
	S	T	H	S	T	H	S	T	H	S	T	H	S	T	H	S	T	H	S	T	H	S	T	H	S	T	H				
1 Govt Sec. School, Dewali	60	0	0	0	5	1	0	0	0	2	0	1	2	0	0	64	5	1	100	100	100	100	100	100	100	100	100	100			
(23.75) (0.00) (0.00)	(0.00) (100)	(100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(3.13) (0.00)	(0.00) (100)	(0.00) (100)	(3.13) (0.00)	(0.00) (100)	(0.00) (100)	(3.13) (0.00)	(0.00) (100)	(0.00) (100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)			
2 Rajasthan Bal Vidyा Mandir,	0	0	0	39	2	1	0	1	0	0	0	0	6	0	0	32	4	1	100	100	100	100	100	100	100	100	100	100	100		
Jhabrol	(0.00) (0.00) (0.00)	(0.00) (100)	(100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(0.00) (100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)			
3 Govt Sr. Secondary School, Paneroda ki Madri, Udaipur.	51	0	0	36	6	1	22	0	0	49	1	0	14	0	0	163	7	1	100	100	100	100	100	100	100	100	100	100	100		
(31.29) (0.00) (0.00)	(22.09) (85.71) (1.09)	(1.09)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(13.50) (0.00) (0.00)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)		
4 Govt. Secondary School, Sisarma	26	2	1	2	2	0	1	0	0	0	1	0	0	0	0	1	0	0	39	5	1	100	100	100	100	100	100	100	100	100	100
(18.67) (40.00) (100)	(6.67) (40.00) (100)	(100)	(6.67) (40.00) (100)	(6.67) (40.00) (100)	(6.67) (40.00) (100)	(6.67) (40.00) (100)	(6.67) (40.00) (100)	(6.67) (40.00) (100)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(3.33) (0.00) (0.00)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)			
5 Vidyā Niketan Sec. School, Sec-4, Udaipur.	12	0	0	57	5	1	12	0	0	7	9	9	2	6	0	22	1	1	100	100	100	100	100	100	100	100	100	100	100		
(13.33) (0.00) (0.00)	(63.33) (100)	(100)	(63.33) (100)	(63.33) (100)	(63.33) (100)	(63.33) (100)	(63.33) (100)	(63.33) (100)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(13.33) (0.00) (0.00)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)			
Total	149	2	1	134	20	4	35	2	0	45	2	0	15	0	0	143	7	1	100	100	100	100	100	100	100	100	100	100			
(31.66) (7.63) (20.00)	(34.72) (76.92) (20.00)	(20.00)	(9.07) (7.63) (0.00)	(9.07) (7.63) (0.00)	(9.07) (7.63) (0.00)	(9.07) (7.63) (0.00)	(9.07) (7.63) (0.00)	(9.07) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(12.63) (7.63) (0.00)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)			

Note : S-Students; T-Teachers; H- Head Masters.

Figures in Brackets denote percentages.

for this is being that the school provided two periods in continuation per day, hence the students felt that only one period was provided. From the data related to this issue it can be concluded that the activities of S.U.P.W were mostly conducted as per the prescribed norm that is two periods per week.

3. Students Liking for Activities of S U.P.W.

The investigators tried to find out from the students, teachers and headmasters the extent to which the students had liked the activity of S.U.P.W. Their responses have been presented in Table No. 6.7.

From the Table No. 6.7 it can be observed that 72.80 students liked the activity of S.U.P.W. much or very much. Only 2.07 percent students had not liked the activity. Three out of 5 headmasters had also mentioned that students liked the activity much. The other two headmasters did not say that the students disliked the activity but they mentioned that likings of students were average. 50 percent teachers said that the likings were average. Nobody said that students disliked the activity. Thus it can be said that almost all the respondents were of the opinion that the students liked the activity.

4. Usefulness of S.U.P.W. Activity

The respondents were asked whether they considered the S.U.P.W. activity useful for the students. Their responses have been summarized in Table No. 6.8.

From the Table No. 6.8 it can be concluded that majority of the respondents considered the activity of S U.P W useful for the students. Only 1.04 percent students mentioned that the activity was not useful for them. No headmaster or teacher mentioned that the activity is not useful for the students.

5. Availability of Space

The respondents were asked whether adequate space for the activities of S.U.P.W. was available in their schools.

From the Table No. 6.9 we find that 58.03 percent students, 69.23 percent teachers and 4 out of 5 headmasters felt that they had adequate space for organizing all the activities for S.U.P.W. Another 30.05 percent students, 33.77 percent teache

Table - 6.7
Opinion of the respondents about the extent of liking of S.U.P.W. activity

Note: S-Students; T-Teachers; H-Head Masters

Figures in Brackets denote Percentages.

Table-6.8
Opinion of respondents about the usefulness of the S.U.P.W. activity

Name of the Schools	Total														
	1 Very Much			2 Much			3 Average			4 Less			5 Not Useful		
S	T	H	S	T	H	S	T	H	S	T	H	S	T	H	
1. Govt Sec School , Dewali.	59	4	0	5	6	1	0	1	0	0	1	0	0	0	0
(92) (59) (0)	(80) (0)	(0)	(75) (0)	(69) (100)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)	(69) (0)
2 Raj Bal Vidyamandir, Jhadol	36	1	0	3	3	1	0	0	0	0	0	0	0	0	0
(62) (11) (25)	(75) (0)	(0)	(69) (75)	(100) (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
3 Govt Sr Sec School , Panerion Ki Madri	95	0	0	35	1	1	23	6	0	2	0	0	6	0	0
(58) (28) (0)	(0) (0)	(0)	(214) (142)	(100) (0)	(0)	(141) (68)	(60)	(0)	(123) (66)	(60)	(123) (66)	(0)	(63) (70)	(0)	(65) (7)
4. Govt. Secondary School, Sisamra	25	0	0	4	3	1	1	1	0	0	0	0	0	0	0
(53) (33) (0)	(0) (0)	(0)	(13) (33)	(69) (100)	(33)	(45)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
5. Vidyam Niketan Secondary School, Sector-4, Udaipur	42	1	0	37	0	1	10	4	0	0	0	0	1	0	0
(46) (67) (25)	(0) (0)	(0)	(41) (11)	(0)	(0)	(11) (1)	(0)	(0)	(0)	(0)	(0)	(0)	(11)	(0)	(0)
Total	257	6	0	84	7	5	34	13	0	2	0	0	7	0	0
(66.58) (23.08) (0.63)	(21.76) (26.92) (0.60)	(8.81)	(50.00) (0.00)	(0.52)	(0.00)	(0.00)	(2.00) (0.00)	(0.52)	(0.00)	(1.63)	(0.00)	(0.00)	(1.63)	(0.00)	(1.63)

Note : S- Students; T-Teachers; H-Head Masters

Figures in Brackets denote percentages.

Table – 6.9
Opinion of respondents about the availability of sufficient space in their schools to run S.U.P.W. activities

Name of the Schools	1			2			3			4			Total
	S	T	H	S	T	H	S.	T	H	S	T	H	
1. Govt Sec School , Dewali	15	5	1	27	0	6	17	0	0	1	0	0	64
	(23.69)	(100)		(26.19)	(0.00)		(26.56)	(0.00)	(0.00)	(1.56)	(0.00)	(0.00)	(100)
2. Rajasthan Bal Vidyा Mandir, Jhadol	22	4	0	11	0	1	0	0	0	0	0	0	39
	(71.75)	(100)		(28.04)	(75)	(100)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(100)
3. Govt Sr. Sec School Panewar KJ Madri	166	1	1	38	6	0	3	0	0	16	0	0	123
	(65.03)	(14.28)	(100)	(23.33)	(85.71)	(100)	(1.24)	(0.00)	(0.00)	(9.82)	(0.00)	(0.00)	(100)
4. Govt Secondary School Sisarma	15	3	1	12	2	0	2	0	0	0	0	0	34
	(53.33)	(60)		(49)	(40)	(5.00)	(6.67)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(100)
5. Vidyा Niketan Secondary School, Sector-4,	55	5	1	22	0	0	4	0	0	3	0	0	97
	(61.11)	(100)		(31.11)	(0.00)	(100)	(14.44)	(0.00)	(0.00)	(3.33)	(0.00)	(0.00)	(100)
Total	224	18	4	116	8	1	26	0	0	29	0	0	356
	(56.03)	(59.23)	(20)	(30.68)	(39.77)	(20)	(6.74)	(0.00)	(0.00)	(5.13)	(0.00)	(0.00)	(100)

Note : S-Students; T-Teachers; H-Headmasters

Figures in brackets denote percentages

and one of the five headmasters felt that their school had adequate space for some activities. Only 6.74 percent students mentioned that their school did not have sufficient space for any activity. No teacher and headmaster has given such an opinion.

6. Availability of Resources for S.U.P.W.

The respondents were asked to state whether adequate resources were available in the school for S.U.P.W. activity. The responses to this question have been given in Table N0. 6 10.

From the Table No. 6.10 it can be concluded that 53.85 percent teachers and 4 out of 5 headmasters reported that adequate resources were available in their schools for S.U.P.W. activities whereas 34.46 percent teachers and one headmaster reported that resources were available for some activities. The best position of availability of resources was found in two schools namely, Govt. Secondary School, Dewali and Vidya Niketan Secondary School, Sector-4 In Rajasthan Bal Vidya Mandir, Jhadol and Govt. Sr. Secondary School, Panerion Ki Madri though the headmaster felt that adequate resources were available, the percentage of teachers having such feeling was quite low in these schools

7. Availability of Teachers for S.U.P.W. Activities

On inquiring from the respondents about the availability of teachers for S.U.P.W. activities in the schools, following responses given in Table No. 6 11 were obtained.

From the Table No. 6 11 it can be observed that a vast majority of the respondents - 91.71 percent students, 80.77 percent teachers and 4 out of 5 headmasters reported that adequate number of teachers were available for S.U.P.W. activity in the school. Only the headmaster of Rajasthan Bal Vidya Mandir, Jhadol had reported that teachers were available for some activities only.

8. Organisation of Camp

The respondents were asked whether S.U.P.W. camp was organized in their schools. All the headmasters and all the teachers reported that S.U.P.W. camp was organized and 95.34 percent students gave this reply. It seems that the 10 students out of 386 who mentioned that camp was not organized might have been absent from the school during that period.

Table - 6.10

Opinion of respondents about the availability of sufficient resources to run S.U.P.W. activities

Name of the Schools	1 Yes			2 For some Activities			3 No			4 No Response			Total
	S	T.	H	S	T.	H	S	T	H	S	T	H	
1 Govt. Sec School, Dewali	4	1	1	1	0	0	0	0	0	0	0	1	100(100)
	(80)	(100)		(20)	(00)		(00)	(00)		(00)	(00)		
2 Rajeshan Bal Vidyaya Mandir, Jhadol	4	1	1	2	0	0	0	1	0	4	1	1	100(100)
	(25)	(100)		(30)	(00)		(00)	(00)		(25)	(100)		
3 Govt. Sr. Sec School, Paneron KJ Madri, Udaipur.	1	1	1	6	0	0	0	0	0	7	1	1	100(100)
	(14.28)	(100)		(57)	(00)		(00)	(00)		(13)	(00)		
4 Govt. Secondary School, Sisarma	3	0	1	1	1	0	0	0	0	1	0	1	100(100)
	(60)	(00)		(20)	(100)		(00)	(00)		(20)	(00)		
5 Vidyam Niketan Secondary School, Sector-4, Udaipur	5	1	0	0	0	0	0	0	0	6	0	1	100(100)
	(100)	(100)		(00)	(00)		(00)	(00)		(100)	(00)		
Total	14	4	1	10	1	0	0	2	0	12	5	1	100(100)
	(53.85)	(80)		(54.45)	(20)		(00)	(00)		(7.69)	(00)		

Note : S-Students; T-Teachers; H-Headmaster.

Figures in Brackets denote percentages.

Table – 6.11

Opinion of respondents about the availability of adequate number of teachers to guide S.U.P.W. activities

Name of the Schools	1			2			3			4			Total
	S Yes	T For some Activities	H Very less no	S Yes	T For some Activities	H Very less no	S Yes	T For some Activities	H Very less no	S Yes	T For some Activities	H Very less no	
1. Govt. Sec. School, Dewali	51 (35) (80)	4 (100)	1	0	1 (25) (100)	0	1 (25) (100)	0	0	1 (16) (90)	2 (31) (90)	0	64 (100) (100)
2. Rajasthan Bal Vidya Mandir, Jhadol	5 (100)	4 (100)	0	0	0 (0) (0)	1 (0) (0)	0 (0) (0)	1 (0) (0)	0	0 (0) (0)	0 (0) (0)	0 (0) (0)	39 (100) (100)
3. Govt. Sr. Sec. School, Panerion Kti Madri, Udaipur..	147 (90) (85)	6 (100)	1	9 (55) (100)	1 (14) (100)	0 (0)	1 (167) (100)	0 (0) (0)	0 (0) (0)	1 (0) (0)	0 (0) (0)	0 (0) (0)	163 (100) (100)
4. Govt. Secondary School, Sisarma.	25 (83) (60)	3 (60)	1	5 (167) (100)	2 (40) (100)	0 (0)	5 (167) (100)	2 (0) (0)	0 (0) (0)	0 (0) (0)	0 (0) (0)	0 (0) (0)	30 (100) (100)
5. Vidy Niketan Secondary School, Sector-4, Udaipur	82 (81) (86)	4 (86)	1	7 (73) (100)	1 (20) (100)	0 (0)	7 (73) (100)	1 (11) (100)	0 (0) (0)	1 (11) (100)	0 (0) (0)	0 (0) (0)	56 (100) (100)
Total	34 (51)	21 (80)	4 (38)	21 (54)	5 (19)	1 (20)	21 (54)	5 (19)	1 (20)	2 (12)	0 (5)	0 (5)	355 (100) (100)

Note : S-Students; T-Teachers; H-Headmasters.

Figures in brackets denote percentages

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Table – 6.12

Opinion of respondents about the organisation of the camp

Name of the Schools	1			2			3			4			Total	
	Yes			For some Activities Very less no			No Response			S T H				
	S	T	H.	S.	T.	H.	S.	T.	H.	S.	T.	H.		
1. Govt. Sec. School , Dewali.	62	5	1	1	0	0	0	0	0	64	5	1	(100) (100) (100)	
(95.9) (100) (100)				(1.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.6)	(0.0)	(0.0)		
2. Rajasthan Bal Vidya Mandir, Jhadol	39	4	1	0	0	0	0	0	0	32	4	1	(100) (100) (100)	
(100) (100) (100)				(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
3. Govt. Sr. Sec. School, Panewari Ki Madri, Udaipur.	152	7	1	6	0	0	0	0	0	153	7	1	(100) (100) (100)	
(95.3) (100) (100)				(3.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(0.0)	(0.0)		
4. Govt. Sec School, Sisarma.	29	5	1	6	0	0	0	1	0	32	5	1	(100) (100) (100)	
(96.7) (100) (100)				(10.0)	(0.0)	(0.0)	(0.0)	(3.3)	(0.0)	(1.6)	(0.0)	(0.0)		
5. Vidya Niketan Secondary School, Sector-4, Udaipur	86	5	1	3	0	0	0	1	0	86	5	1	(100) (100) (100)	
(95.6) (100) (100)				(3.5)	(0.0)	(0.0)	(0.0)	(1.1)	(0.0)	(1.1)	(0.0)	(0.0)		
Total	368	26	5	10	0	0	0	2	0	356	22	5	(100) (100) (100)	
(95.3) (100) (100)				(2.7)	(0.0)	(0.0)	(0.0)	(2.1)	(0.0)	(1.1)	(0.0)	(0.0)		

Note: S-Students; T-Teachers; H-Headmasters

Figures in brackets denote percentages

9. Number of Days for Which Camp was Organised

All the headmasters and all the teachers mentioned that camp was organized for 5 days whereas 72.77 percent students mentioned that the camp was organized for 5 days. Rest of students mentioned different duration of camp ranging from 3-7 days. It can thus be concluded that durations of the camp was as per prescribed norms

10. Activities organized during the camp:

All the teachers and headmasters of all the schools reported that the following activities were organized during the camp.

- 1) Community service
- 2) Community survey.
- 3) Activities related to national and emotional integration.
- 4) Activities for development of minor skills
- 5) Cultural programmes

In addition to these activities some schools organized a few more activities such as talks by experts, yoga, competitions and exhibition

11. Usefulness of the Camp.

On asking the respondents about the usefulness of the camp, 85.75 percent students and 84.62 percent teachers felt that the camp was useful whereas another 4.84 percent students and 11.54 percent teachers felt the camp was useful to some extent. However, 4 out of 5 headmasters felt that the camp was useful to some extent while one headmaster felt that it was quite useful. Only 2 students and one teacher mentioned that camp was not useful. No headmaster gave this response.

12. Opinion about continuation of S.U.P.W. programme.

78.24 percent students and 80.77 percent teachers were much or very much in favor of continuing this programme of S.U.P.W. in future. The position of headmasters was a bit different, though no headmaster mentioned that he was not in favor of continuing the programme of S.U.P.W. in future they were also not having an extremely favourable opinion. Only one headmaster was very much in favor of continuing the programme and the other 4 had average favourable response to this item.

Table – 6.13

Opinion of the respondents about the duration of the camp (in days)

Name of the Schools	Total											
	One day	2 days	3 day	4 days	5 days	6	No Response	S.	T.	H.	S.	
S.	T.	H.	S.	T.	H.	S.	T.	H.	S.	T.	H.	
1. Govt. Sec. School, Dewali.	0	0	0	0	0	13	0	0	1	0	0	64
2. Rajasthan Bal Vidya Mandir, Jhadol.	0	0	0	0	0	0	0	0	33	4	1	35
3. Govt. Sr. Sec. School, Panion KJ Madri, Udaipur.	2	0	0	0	0	13	0	0	5	0	0	163
4. Govt. Secondary School, Sisarma.	0	0	0	0	0	0	0	0	23	5	1	31
5. Vidyaraketaan Secondary School, Sector-4, Udaipur	5	6	0	0	0	0	0	0	13	0	0	36
Total	(13) (0)	(0)	(0)	(0)	(0)	(75)	(0)	(0)	(34) (0)	(0)	(0)	(130) (125)

Note: S-Students; T-Teachers; H-Headmasters

Figures in brackets denote percentage

Table -6.14

Opinion of the respondents about the usefulness of the camp

Name of the Schools	Yes			To some Extent			No			Response			Total		
	S	T.	H.	S	T.	H.	S	T.	H.	S	T.	H.	S	T.	H.
1. Govt. Sec. School , Dewali.	57	5	7	3	4	1	9	6	6	4	5	1	64	5	1
(23) (65) (109)	(47)	(109)	(11)	(64)	(109)	(19)	(64)	(109)	(19)	(163)	(109)	(19)	(163)	(109)	(19)
2. Rajasthan Bal Vidyा Mandir, Jhadol.	35	4	0	3	6	1	5	0	6	7	4	1	37	4	1
(23) (166) (206)	(23)	(166)	(0)	(23)	(166)	(16)	(23)	(166)	(16)	(23)	(166)	(16)	(23)	(166)	(16)
3. Govt. Sr. Sec. School, Paneion Ki Madri, Udaipur.	142	6	1	10	1	1	1	0	0	12	6	1	163	7	1
(27) (125) (166)	(61)	(145)	(1)	(61)	(145)	(1)	(61)	(145)	(1)	(61)	(145)	(1)	(61)	(145)	(1)
4. Govt Secondary School Sisarma	22	5	6	2	1	1	9	1	9	9	5	1	32	5	1
(23) (66) (106)	(67)	(20)	(16)	(67)	(20)	(16)	(67)	(20)	(16)	(23)	(20)	(16)	(23)	(20)	(16)
5. Vidyā Niketan Secondary School, Sector-4, Udaipur	62	4	0	20	1	1	1	0	0	1	6	1	90	5	1
(75) (61) (107)	(22)	(20)	(0)	(22)	(20)	(1)	(22)	(20)	(1)	(22)	(20)	(1)	(22)	(20)	(1)
Total	331	22	1	38	9	4	7	1	6	35	22	3	437	30	1
(352) (246) (120)	(95)	(115)	(8)	(152)	(109)	(19)	(152)	(109)	(19)	(152)	(109)	(19)	(152)	(109)	(19)

Note: S-Students; T-Teachers; H-Headmasters.

Figures in brackets denote percentages.

Table- 6.15

Opinion of the respondents about the extent of favourableness to continue this programme

Name of the Schools	Very Much			Much			Average			Some What			No Response			Total					
	S.	T.	H.	S.	T.	H.	S.	T.	H.	S.	T.	H.	S.	T.	H.	S.	T.	H.			
1. Govt. Sec. School , Dewali.	50 (78.1)	0 (0.0)	1 (1.0)	7 (10.9)	3 (5.6)	6 (10.0)	1 (1.6)	2 (4.6)	6 (10.0)	5 (7.9)	0 (0.0)	0 (1.6)	1 (1.6)	0 (0.0)	0 (0.0)	64 (100)	5 (1.6)	1 (1.6)			
2. Rajasthan Bal Vidyamandir, Jhado!	24 (61.5)	2 (5.0)	0 (0.0)	5 (12.5)	2 (5.0)	0 (0.0)	7 (12.0)	6 (12.6)	1 (1.6)	1 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.0)	0 (0.0)	4 (10.0)	1 (1.6)			
3. Govt. Sr. Sec. School Panetion Ki Madni	81 (49.7)	6 (36.0)	0 (0.0)	44 (27.0)	6 (35.7)	0 (0.0)	16 (19.2)	1 (14.3)	1 (10.0)	13 (30.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.0)	1 (2.0)	1 (2.0)	165 (100)	7 (4.5)	1 (1.6)	
4. Govt. Secondary School Sisarma	15 (63.3)	0 (0.0)	6 (20.6)	6 (20)	4 (13.8)	0 (0.0)	5 (16)	0 (6.2)	1 (3.6)	2 (6.7)	0 (0.0)	0 (0.0)	0 (0.0)	1 (3.6)	1 (3.6)	1 (3.6)	5 (19.2)	5 (19.2)	1 (1.6)		
5. Vidy Niketan Secondary School, Sector-4,	43 (47.8)	3 (6.0)	0 (0.0)	23 (25.6)	1 (20)	0 (0.0)	18 (22)	1 (10.9)	1 (6.7)	6 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (10.0)	1 (2.0)		
Total	217 (56.2)	5 (11.9)	1 (2.0)	83 (22)	16 (61.5)	6 (20.0)	45 (117)	4 (15.4)	4 (8.0)	23 (70)	9 (30.0)	0 (0.0)	1 (3.5)	1 (3.5)	0 (0.0)	11 (29)	1 (3.2)	1 (3.2)	226 (100)	22 (10.0)	5 (10.0)

Note: S-Student; T-Teacher; H-Headmaster.

Figures in brackets denote percentage.

3. CONCLUSION

On going through the results of evaluation of the try-out of the proposed model of S.U.P.W. it can be safely concluded that the try out of the model was successful and if the schools are properly oriented and motivated the activities under the "Socially Useful Productive work and Community Service" programme can be conducted successfully in schools. Most of the students and teachers felt that this programme is quite useful. Most of the students enjoyed their participation in S.U.P.W. programme. The investigators observed some difficulties of the schools which have been reported in the next chapter. If these difficulties and a few suggestions given in the next Chapter are taken care of this educationally sound activity of S.U.P.W. can be run in the schools with out any difficulty. Let us not allow such important educational activities to die out.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Importance of working with hands and establishing a closer link between the school and community have been well recognized as important components of any sound educational system. These aspects were emphasized from time to time by various educational thinkers and different Commissions and Committees. Gandhiji had emphasized the importance of integrating productive work in the education system which he propounded and which is popularly known as basic education. This was later on introduced in the form of scheme of multi purpose school and subsequently as work experience. The latest innovation known as Socially Useful Productive Work & Community Service (S.U.P.W & C.S.) was introduced after the publication of Ishwar Bhai Patel Committee Report. This scheme of S.U.P.W and C.S. was also launched in the schools of Rajasthan in the year 1984.

The objectives of the scheme as stated by the Board of Secondary Education, Rajasthan are :-

1. To encourage the students to participate in individual and group manual work.
2. To acquaint students with world of work and community service and develop in them respect for the persons engaged in manual work.
3. To develop in students skills necessary for becoming useful members of society and develop in them desire to work for the welfare of society.
4. To develop in students national and emotional integration, spirit of co-operation and ability to participate in community service.
5. To develop in students qualities like self-reliance, dignity of labour, tolerance, and sympathy.
6. To help the students in understanding principles underlying the activities prescribed under this scheme.

7. As the students advance from one stage to another, to guide them to participate in productive work and enable them to earn while they learn
8. To give preliminary experiences and practice to the students in work related to the occupations of their interest.

The scheme of S.U.P.W. as implemented in secondary schools of Rajasthan has two components :-

- i) Activities and work to be carried out in classroom for which 4 periods per week were provided.
- ii) A S.U.P.W. camp of 5 days in each session.

The scheme was implemented quite effectively for some years but gradually the spirit behind the scheme got diluted and the activities under the scheme were conducted as mere formalities. Since most of the educationists still believe in the usefulness of this scheme, the present investigators thought that a practicable model of S.U.P.W. should be evolved and tried out. The model should be such that it could be implemented by any school. Hence the present project was undertaken. The title of the project is "A Study of Working of Socially Useful Productive Work (S.U.P.W.) in Secondary Schools of Rajasthan and Developing an Effective Model for Strengthening S.U.P.W."

1. OBJECTIVES OF THE PROJECT

The following are the main objectives of this research project :-

- a) To study the existing programme of S.U.P.W. in selected schools and to find out the extent to which it is being implemented as per the guidelines suggested by the Board of Education, Rajasthan.
- b) To evolve a programme of S.U.P.W. for Secondary Schools keeping in mind the objectives put forth by Ishwar Bhai Patel Committee.
- c) To try out the programme of S.U.P.W. in some selected schools to demonstrate its effectiveness.

d) To suggest suitable strategy and approach for wider application of S.U.P.W. with a view to achieve desired objectives.

2. METHODOLOGY

a) **The Research Design:** The research design consisted of two phases. The details of which are being given below :-

Part A: This part involves a survey for finding out the strengths and weaknesses of ongoing S.U.P.W. programme in Secondary Schools of Rajasthan.

Part B: This part consists of trying out the S.U.P.W. model developed during the project. For this Pre-test, Post-test single group design was used. The S.U.P.W. model developed through this project was tried out in five secondary schools of Udaipur district.

b) **Universe/Locale of Study:** The project was conducted in Udaipur district of Rajasthan which is a predominantly a tribal area. Secondary schools from rural as well as urban areas of Udaipur district were included in the sample. The sample included both government as well as privately run secondary schools.

c) **Sample:** Since the study consisted of two parts namely,

- a) Survey of existing conditions of working of S.U.P.W. programme
- b) Try out of relevant model of S.U.P.W.

It become necessary to select a sample separately for both the parts of the study

Sample for Part A : For survey of existing position of S.U.P.W. programme, one urban and one rural secondary school was selected from each of the four geographical regions of Rajasthan namely north, south, east and west. In pursuance of the above criteria one district from each of the above region were selected randomly in the first stage. From each of the district headquarter one secondary school was selected randomly. Thus the four urban secondary schools were selected in the sample. One rural secondary school from each of the four sampled districts were also selected. Such schools were selected from villages located between 25 to 50 kms. away from the district headquarters town.

In addition to above mentioned rural and urban schools the investigators also conducted a survey of three local schools of Udaipur city. Thus the sample of part A of the study included 7 urban and four rural schools.

Sample for Part B: The relevant model of this project was tried out in five schools of Udaipur district. The reason for selecting schools from Udaipur district was the proximity of the schools from the location of research team. This was necessary because the team was required to visit these schools frequently for monitoring the conduct of the programme of S.U.P.W. The details of the types of the schools and their number is being given in the following table:

Table 7.1

Distribution of Sampled Schools in Tribal/Rural and Urban areas

Types of School	No. of Schools
Tribal/Rural:	
a) Government	1
b) Private	1
Urban	
a) Government	2
b) Private	1
5	

The five schools selected for trying out the model were selected purposively. The schools were such where teachers were willing to co-operate in this experimentation. For identifying such schools help of Vidya Bhawan Institute of Advanced Studies in Education, Udaipur was taken because this institute is in touch with the schools in the region. Moreover, the faculty of the Institute is involved in guiding the schools through their extension activities which include S.U.P.W. as well. All the students of class IX and their teachers were involved in implementing this project. Initially we had thought of including the students of class IX and X, the schools had also initially agreed to this proposal, but after seeing all the implication of the project, the school did not allow us to include X class students in this project because they had to prepare for the Board Examination. Hence finally it was decided to try out the

S.U.P.W. model in class IX only. It would be, however, it is worthwhile to mention here that though the schools were reluctant in allowing the X class students in participating the project, after the completion of the project three out of the five schools expressed their willingness to continue this activity in their schools in the next session in X class as well.

Finally 440 students of class IX and 26 teachers from these schools participated in this experiment. Out of these 440 students some students dropped in the mid course of the project and hence the final number of the students who continued through out the experiment was 386.

- d) **Tools of Study:** The data of this project was collected through following tools and techniques
 - i) *Questionnaires:* Questionnaires were developed for teachers, students and parents.
 - ii) *Interview Schedule:* Interview schedule was developed for interviewing headmasters.
 - iii) *Observation:* The investigators observed the programme
 - iv) Pre and post test for life skills.

3. THE PROPOSED MODEL OF S.U.P.W.

The proposed model of S.U.P.W. to be tried out in some selected schools was developed in a workshop in which some teachers, headmasters and teacher educators participated. The main feature of proposed model are given below:

1. Two periods per week were provided throughout the session for this activity.
2. A five days camp was organized.

Through this model of S.U.P.W. following significant activities were organized:

- i) Life skills based activities imparted through out the session.

- ii) Major Activity for developing a major skill carried out throughout the year.
- iii) Minor activity: An activity for developing minor skills carried out during the camp
- iv) Community services carried out during the camp

4. MAIN FINDINGS:

The main purpose of the study was to evolve a practical model of S.U.P.W. and to try out in some selected schools to see whether it can be implemented effectively in the schools. The data collected after the completion of the project reveals the following findings of the effectiveness of the proposed model

4.1 The difference between the mean of Pretest and Post-test scores on the test of life skills of students in all the five schools have been found to be significant at '01 level of significance. The significant gain in post-test scores of the students of all the five schools shows that the gain in knowledge about the life skills have been significant in the students of all the five schools.

4.2 The teachers were also asked to give their assessment of the students of their schools regarding the performance in the S.U.P.W. programme. It was observed that mean teachers evaluation scores for different schools range from 64.83 to 78.01. The maximum marks were being 100. This shows that the performance of the students of all the five schools were quite satisfactory which is indicative of success of proposed model.

4.3 Opinion of the groups associated with the proposed model.

- i) 96.63 percent students, 100 percent teachers, headmasters and parents mentioned that the S.U.P.W. programme was organized in the school. Most of the students and all the headmaster and teachers mentioned that two periods per week were provided for this activity as suggested in the proposed model.
- ii) Only 2.07 percent students did not like this activity. Most of the teachers and headmasters felt that the activities are liked by the students.

iii) Most of the respondents considered the activity of S.U.P.W. was quite useful. Only 1.04 percent students mentioned that activity was not useful. All the headmasters and teachers also felt that the activity was useful for the students. Similarly all the headmasters, all the teachers and 95.34 percent students reported that camp was organized as the part of S.U.P.W programme and it was organized for 5 days as proposed in S.U.P.W. programme model.

iv) Almost all the respondents reported that the main activities suggested for the camp in the proposed model were organized during the camp. These activities were:

1. Community Service.
2. Community Survey.
3. Activities related to National and Emotional integration
4. Activities for development of minor skills.
5. Cultural programme

Most of the students and teachers had found the camp quite useful.

v) Most of the students and teachers were in favour of continuing the camp in future. Most of the headmasters also favoured it but not very much.

On the basis of findings reported above it can be safely concluded that the proposed model of S.U.P.W. is workable in the schools of Rajasthan. Since the schools included in the sample covered rural, urban, Private and Government and co-educational institutions the workability of model can be considered for all types of the schools mentioned above. One more fact which emerges out of this study is that while majority of students and teachers are having very favourable attitude towards the programme of S.U.P.W., the headmasters lack that degree of favourableness towards the programme of S.U.P.W. though none of them has expressed negative opinion about the programme. The reason for this could be the additional administrative responsibility which this programme of S.U.P.W. is likely to

bring on the shoulders of headmasters who already work under difficult constraints

5. PROBLEMS

Though the project of S.U.P.W. was carried out successfully in five schools which were selected for the experiment but the journey was not free from hurdles. Some problems were faced during the implementation of the proposed model of S.U.P.W. Some of the major problems are being listed below.

5.1 Vacant Post: In Government schools some post were lying vacant and were not filled in, which resulted in extra work load for existing teachers. Hence the teachers involved in S.U.P.W. activities were not able to devote their full energy for their project work. They were, however, motivated to take up project activities with full seriousness and they did so but it meant extra strain on them

5.2 Involvement of teachers in extra teaching assignments: During the period of the project there were some disruptions as the teachers involved in the project had been engaged by the Govt. in some assignment outside the school such as *Pulse Polio Campaign, Literacy Campaign, Preparation of Voters List etc.* The teachers mentioned that such disruptions are common feature in all schools. In addition to the duties mentioned above the teachers are drafted into many other duties like *Election duties, Census duties, Child labour survey etc.*

5.3 In some schools, there was also difficulty of providing adequate space and other infrastructure facilities

5.4 The teachers expressed the opinion that since, this activity has no weightage in examination results, motivating students to take part in this activity is great challenge.

5.5 The headmasters had no clear instructions regarding the utilization of the funds collected as S.U.P.W. fee from the students. Hence they had difficulty in providing necessary facilities to the students. The investigators got this point clarified in consultation with senior officers of the department of Education.

5.6 Though the problem of transfer of teachers in mid-session did not arise during the period of the project but it is likely to be a major problem in effective implementation of S.U.P.W. activities. If the teachers who are trained for conducting the

S.U.P.W. programme are transferred in mid of the session and if the teachers who replace them are not trained for S.U.P.W. activities then the programme will suffer immensely.

5.7 In Rajasthan a new scheme has been launched under which guest faculty has to be employed against the vacant posts but as per the report of the headmaster the guest faculty only does the teaching work and does not accept the responsibility of any other activity. Under these circumstances some of the activities in the schools including S.U.P.W. have to suffer.

6. RECOMMENDATIONS

On the basis of the observations of the investigators during the implementation of S.U.P.W. programme the following recommendations are being made which could go a long way in effective implementation of S.U.P.W. programme

i) *Orientation of Headmasters:* Success of any activity in school depends upon interest of the headmaster in that activity. This applies to S.U.P.W. activity as well. Hence a two or three days orientation programme of headmasters would be useful for developing a positive attitude among the headmasters towards the S.U.P.W. activity. This would also enable the headmasters to understand the objectives of S.U.P.W. programme and the activities to be organized under the programme.

ii) *Training of the Teachers:* The success of S.U.P.W. programme will also depend on the clarity of perception among the teachers about the programme of S.U.P.W. Hence the teachers responsible for conducting this programme should be given training for conducting various activity for S.U.P.W. The main components of the training programme could be as follows:

- a) Objectives of S.U.P.W. programme.
- b) The details of the scheme of S.U.P.W. and various activities organized under this programme.
- c) Organisation of Camp.
- d) Community Service.
- e) Community Survey
- f) Practical training for various skill based activities.

iii) The Department of Education should issue clear cut directives for utilizing the amount collected from the students as fees of S.U.P.W.

- iv) At the time of transfer of teachers it should be ensured that a S.U.P.W. trained teacher should be replaced by a teacher who is also trained in S U.P W.
- v) In the S.U.P.W. programme the students should be offered a wide range of practical activities from which they can select an activity of their interest. This is possible only when some of the teachers of the schools are given training in different skill based activities.
- vi) Many students have suggested that the camp should be organized outside the school and night stay in the camp should be made compulsory. Though there are administrative difficulties in implementing this suggestion but ultimately this is the ideal situation towards which the schools should strive.
- vii) It is recommended that the Boards of Secondary Education should give appropriate weightage to participation in S U.P.W. activities in secondary school examination this will motivate the students and the teachers to take this activity seriously.
- viii) It is also recommended that the officers of education department responsible for the supervision of schools should see whether the activities under the S.U.P.W. programme are being conducted as per the prescribed scheme.

In the end we would like to mention that the programme of Socially Useful Productive Work and Community Service is an educationally very sound programme. The teachers and students have also accepted the usefulness of this programme, hence the programme should be implemented in all the schools seriously. The model proposed through this project has been tried out in different types of schools and its workability has been established. The schools therefore can adopt this model and can implement it in spite of various constraints under which they work.

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APPENDIX I
STATISTICAL APPENDICES

Table No. T.1

t-test results for Pretest-Post test difference for total scores of Life Skill Test in case of total sample

	Pre Test	Post Test
Mean	14.89182058	28.01846966
SD	5.794671116	9.360062451
N	379	379
Pearson Correlation	0.413453915	
t	29.89244469**	

Table No. T.2

t-test results for Pretest-Post test difference for Area I score of Life skill Test in case of total sample

	Pre Test	Post Test
Mean	4.643799472	8.229551451
SD	2.087321851	2.747307014
N	379	379
Pearson Correlation	0.363984407	
t	25.10778442**	

Table No. T.3

t-test results for Pretest- Post test difference for Area II score of Life Skill Test in case of total sample

	Pre Test	Post Test
Mean	1.699208443	2.419525066
SD	0.887463782	1.473123876
N	379	379
Pearson Correlation	0.183792506	
t	8.909821604**	

* t-value significant at 05 level of significance.

** t-value significant at 01 level of significance.

Table No. T.4

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of total sample

	Pre Test	Post Test
Mean	2.894459103	6.939313984
SD	2.124297807	3.593646739
N	379	379
Pearson Correlation	0.50303264	
t	25.22287818**	

Table No. T.5

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of total sample

	Pre Test	Post Test
Mean	3.361477573	5.978891821
SD	2.151336223	2.618529382
N	379	379
Pearson Correlation	0.16807156	
t	16.45328085**	

Table No. T.6

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of total sample

	Pre Test	Post Test
Mean	2.292875989	4.451187335
SD	1.264587648	1.857237356
N	379	379
Pearson Correlation	0.361481612	
T	22.95497242**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance

Table No. T.7

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	4.09561753	8.09561753
SD	1.696708790	2.801217720
N	251	251
Pearson Correlation	0.323767946	
t	22.91516098**	

Table No. T.8

t-test results for Pre test-Post test difference for Area II score of Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	1.61752988	2.501992032
SD	0.879278951	1.406767933
N	251	251
Pearson Correlation	0.142904858	
t	9.047683822**	

Table No. T.9

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	2.705179283	6.920318725
SD	1.976039743	3.640003502
N	251	251
Pearson Correlation	0.45718193	
t	20.53320185**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance

Table No. T.10

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	2.816733068	6.326693227
SD	1.922050698	2.766377527
N	251	251
Pearson Correlation	0.156496729	
t	17.87048402**	

Table No. T.11

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	2.274900398	4.525896414
SD	1.274412606	1.818871735
N	251	251
Pearson Correlation	0.31866755	
t	18.95239138**	

Table No. T.12

t-test results for Pretest-Post test difference for total score for Life Skills Test in case of Students of Govt. Schools

	Pre Test	Post Test
Mean	13.50996016	28.37051793
SD	4.786115377	9.677714985
N	251	251
Pearson Correlation	0.40118377	
t	26.42167902**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance

Table No. T.13

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	5.71875	8.4921875
SD	2.354213846	2.629320123
N	128	128
Pearson Correlation	0.444862524	
t	11.90378772**	

Table No. T.14

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	1.859375	2.2578125
SD	0.88499633	1.588571853
N	128	128
Pearson Correlation	0.289227402	
t	2.854676816**	

Table No. T.15

t-test results for Pre test-Post test difference for Area III score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	3.265625	6.9765625
SD	2.352697815	3.514794029
N	128	128
Pearson Correlation	0.596838833	
t	14.82694286***	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.16

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	4.4296875	5.296875
SD	2.183270658	2.153039876
N	128	128
Pearson Correlation	0.486899849	
t	4.466640126**	

Table No. T.17

t-test results for Pretest-Posttest difference for Area V score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	2.328125	4.3046875
SD	1.249310834	1.872127064
N	128	128
Pearson Correlation	0.45180713	
t	13.01494934**	

Table No. T.18

t-test results for Pretest-Posttest difference for total score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	17.6015625	27.328125
SD	6.608679385	8.698908769
N	128	128
Pearson Correlation	0.658502283	
t	16.65924494**	

* t-value significant at .05 level of significance

** t-value significant at .01 level of significance.

Table No. T.19

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Rural Schools

	Pre Test	Post Test
Mean	4.565217391	8.217391304
SD	1.874584353	2.448706533
N	69	69
Pearson Correlation	0.257966022	
t	11.35187978**	

Table No. T.20

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students of Rural Schools

	Pre Test	Post Test
Mean	1.536231881	2.652173913
SD	0.698311201	1.81356074
N	69	69
Pearson Correlation	0.393296059	
t	5.559125703**	

Table No. T.21

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	2.594202899	7.797101449
SD	1.935115444	3.688534342
N	69	69
Pearson Correlation	0.64347038	
t	15.12570071**	

* t-value significant at .05 level of significance

** t-value significant at .01 level of significance.

Table No. T.22

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Rural Schools

	Pre Test	Post Test
Mean	2.565217391	5.449275362
SD	1.943906474	2.908083217
N	69	69
Pearson Correlation	0.245776741	
t	7.790279339**	

Table No. T.23

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students of Rural Schools

	Pre Test	Post Test
Mean	2.202898551	4.362318841
SD	1.595763787	2.209411783
N	69	69
Pearson Correlation	0.471026856	
t	8.851612755**	

Table No. T.24

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of Students of Private Schools

	Pre Test	Post Test
Mean	13.46376812	28.47826087
SD	5.494863136	10.94049237
N	69	69
Pearson Correlation	0.628851358	
t	14.47110202**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.25

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	4.661290323	8.232258065
SD	2.134199473	2.813097787
N	310	310
Pearson Correlation	0.381849587	
t	22.39302862**	

Table No. T.26

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	1.735483871	2.367741935
SD	0.921356952	1.384235584
N	310	310
Pearson Correlation	0.15264204	
t	7.222433164**	

Table No. T.27

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	2.961290323	6.748387097
SD	2.161396741	3.550091933
N	310	310
Pearson Correlation	0.489657497	
t	21.34295445**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.28

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	3.538709677	6.096774194
SD	2.1580252	2.539714821
N	310	310
Pearson Correlation	0.13453261	
t	14.51182162**	

Table No. T.29

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	2.312903226	4.470967742
SD	1.180543985	1.772898008
N	310	310
Pearson Correlation	0.320559526	
t	21.2573868**	

Table No. T.30

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of Students of Urban Schools

	Pre Test	Post Test
Mean	15.20967742	27.91612903
SD	5.820222242	8.987553305
N	310	310
Pearson Correlation	0.406866658	
t	26.3501121**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance

Table No. T.31

t-test results for Pretest-Post test difference for Area score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	3.981132075	8.169811321
SD	1.712592755	2.580039491
N	106	106
Pearson Correlation	0.231361083	
t	15.70001356**	

Table No. T.32

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	1.481132075	2.471698113
SD	0.720200132	1.494163548
N	106	106
Pearson Correlation	0.194206255	
t	6.676615025**	

Table No. T.33

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	2.169811321	6.698113208
SD	1.828200771	3.938019351
N	106	106
Pearson Correlation	0.572043114	
t	14.31065333**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.34

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	1.981132075	5.198113208
SD	1.573477387	3.105815778
N	106	106
Pearson Correlation	0.156678775	
t	10.17751755 **	

Table No. T.35

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	2.2641150943	4.122641509
SD	1.422953915	1.979431521
N	106	106
Pearson Correlation	0.42457222	
t	10.15371423**	

Table No. T.36

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of Female Students

	Pre Test	Post Test
Mean	11.87735849	26.66037736
SD	4.516009258	10.63497088
N	106	106
Pearson Correlation	0.461953345	
t	16.12200212**	

* t-value significant at 05 level of significance.

** t-value significant at 01 level of significance.

Table No. T.37

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	4.901098901	8.252747253
SD	2.164494295	2.81380554
N	273	273
Pearson Correlation	0.40795691	
t	20.04404005**	

Table No. T.38

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	1.783882784	2.399267399
SD	0.931967172	1.467139892
N	273	273
Pearson Correlation	0.18971326	
t	6.427787776**	

Table No. T.39

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	3.175824176	7.032967033
SD	2.167236346	3.453846586
N	273	273
Pearson Correlation	0.487925617	
t	20.87400627**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.40

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	3.897435897	6.282051282
S.D.	2.108393769	2.339936251
N	273	273
Pearson Correlation	0.088602879	
	13.09972714**	

Table No. T.41

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	2.304029304	4.578754579
S.D.	1.200131071	1.795169966
N	273	273
Pearson Correlation	0.330991289	
	20.89083485**	

Table No. T.42

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of male Students

	Pre Test	Post Test
Mean	16.06227106	28.54578755
S.D.	5.820204855	8.780341858
N	273	273
Pearson Correlation	0.443141563	
	25.45137338**	

t-value significant at 05 level of significance.

t-value significant at 01 level of significance.

Table No. T.43

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Govt. Secondary School Dewali

	Pre Test	Post Test
Mean	4.161290323	10.88709677
SD	1.821488748	2.36854274
N	62	62
Pearson Correlation	0.350073273	
t	21.78962059**	

Table No. T.44

t-test Results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students Govt. Secondary School, Dewali

	Pre Test	Post Test
Mean	1.532258065	3.258064516
SD	0.881833818	1.304914844
N	62	62
Pearson Correlation	0.177848626	
t	9.442448654**	

Table No. T.45

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students Govt. Secondary School, Dewali

	Pre Test	Post Test
Mean	2.451612903	8.758064516
SD	2.005544931	3.472068802
N	62	62
Pearson Correlation	0.505628498	
t	16.51962261**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.46

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students Govt. Secondary School, Dewali

	Pre Test	Post Test
Mean	2.548387097	8.951612903
SD	1.780379582	1.876755304
N	62	62
Pearson Correlation	0.214134188	
t	21.98171761**	

Table No. T.47

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students Govt. Secondary School, Dewali

	Pre Test	Post Test
Mean	2.241935484	5.741935484
SD	1.111570796	1.577874518
N	62	62
Pearson Correlation	0.363317174	
t	17.60387233**	

Table No. T.48

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students Govt. Secondary School, Dewali

	Pre Test	Post Test
Mean	12.93548387	37.59677419
SD	3.962409301	7.558427448
N	62	62
Pearson Correlation	0.529516713	
t	30.28465061**	

* t-value significant at 0.5 level of significance.

** t-value significant at 0.1 level of significance.

Table No. T.49

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Rajasthan Bal Vidyा Mandir, Jhadol

	Pre Test	Post Test
Mean	4.769230769	8.051282051
SD	1.89821992	2.372526057
N	39	39
Pearson Correlation	0.248115909	
t	7.748406375**	

Table No. T.50

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students of Rajasthan Bal Vidyा Mandir, Jhadol

	Pre Test	Post Test
Mean	1.58974359	2.256410256
SD	0.751067616	1.617632264
N	39	39
Pearson Correlation	0.608700296	
t	3.191483512**	

Table No. T.51

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students of Rajasthan Bal Vidyा Mandir, Jhadol

	Pre Test	Post Test
Mean	2.179487179	6.564102564
SD	1.819077193	3.522819384
N	39	39
Pearson Correlation	0.644935649	
t	10.02964102**	

* t-value significant at 05 level of significance.

** t-value significant at 01 level of significance.

Table No. T.52

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Rajasthan Bal Vidya Mandir, Jhadol

	Pre Test	Post Test
Mean	2.769230769	4.179487179
SD	1.841931744	2.269613866
N	39	39
Pearson Correlation	0.576712419	
t	4.565016578**	

Table No. T.53

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students of Rajasthan Bal Vidya Mandir, Jhadol.

	Pre Test	Post Test
Mean	1.948717949	3.512820513
SD	1.296731071	1.971798469
N	39	39
Pearson Correlation	0.59720565	
t	6.158623878**	

Table No. T. 54

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of Students of Rajasthan Bal Vidya Mandir, Jhadol

	Pre Test	Post Test
Mean	13.25641026	24.56410256
SD	5.413	9.621
N	39	39
Pearson Correlation	0.781367092	
t	11.09881157**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.55

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students Govt. Senior Secondary School, Panerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	4.031446541	6.943396226
SD	1.624267639	2.150199529
N	159	159
Pearson Correlation	0.410070496	
t	17.51020735***	

Table No. T.56

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students Govt. Senior Secondary School, Panerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	1.679245283	2.081761006
SD	0.916244086	1.13610791
N	159	159
Pearson Correlation	0.21383667	
t	3.909976289**	

Table No. T.57

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students Govt. Senior Secondary School, Panerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	2.72327044	5.735849057
SD	1.961373678	3.224614255
N	159	159
Pearson Correlation	0.498727257	
t	13.48407262**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.58

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students Govt. Senior Secondary School, Pannerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	3.018867925	5.157232704
SD	1.927389847	2.251678955
N	159	159
Pearson Correlation	0.337653273	
t	11.14418639**	

Table No. T.59

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students Govt. Senior Secondary School, Pannerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	2.238993711	3.874213836
SD	1.193119088	1.586103171
N	159	159
Pearson Correlation	0.350433453	
t	12.75589657**	

Table No. T.60

t-test results for Pretest-Post test difference for total score of Life Skills Test in case of Students Govt. Senior Secondary School, Pannerion Ki Madri, Udaipur

	Pre Test	Post Test
Mean	13.6918239	23.79245283
SD	4.907949745	6.779600331
N	159	159
Pearson Correlation	0.599707243	
t	23.19866782**	

* t-value significant at .05 level of significance.

.. t-value significant at .01 level of significance.

Table No. T.61

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	4.3	8.433333333
SD	1.841101619	2.568822799
N	30	30
Pearson Correlation	0.299662168	
t	8.46419952**	

Table No. T.62

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	1.466666667	3.166666667
SD	0.628810225	1.949064025
N	30	30
Pearson Correlation	0.215706327	
t	4.863421557**	

Table No. T.63

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	3.133333333	9.4
SD	1.978040363	3.307254304
N	30	30
Pearson Correlation	0.576655694	
t	12.69886493**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance

Table No. T.64

t-test results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	2.3	7.1
SD	2.070315651	2.844838036
N	30	30
Pearson Correlation	0.152808812	
t	8.083011302**	

Table No. T.65

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	2.533333333	5.466666667
SD	1.888866351	2.029665034
N	30	30
Pearson Correlation	0.319604104	
t	7.020851923**	

Table No. T.66

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students Govt. Secondary School, Sisarma, Udaipur

	Pre Test	Post Test
Mean	13.73333333	33.56666667
SD	5.68078026	10.58197339
N	30	30
Pearson Correlation	0.545822398	
t	12.25101414**	

. t-value significant at 05 level of significance.

.. t-value significant at 01 level of significance.

Table No. T.67

t-test results for Pretest-Post test difference for Area I score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	6.134831461	8.685393258
SD	2.42239087	2.724449509
N	89	89
Pearson Correlation	0.488617374	
t	9.199534208**	

Table No. T.68

t-test results for Pretest-Post test difference for Area II score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	1.97752809	2.258426966
SD	0.91673244	1.584929665
N	89	89
Pearson Correlation	0.183926351	
t	1.578629369**	

Table No. T.69

t-test results for Pretest-Post test difference for Area III score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	3.741573034	7.157303371
SD	2.409866508	3.515869466
N	89	89
Pearson Correlation	0.59631896	
t	11.34769388**	

* t-value significant at .05 level of significance.

** t-value significant at .01 level of significance.

Table No. T.70

t-test Results for Pretest-Post test difference for Area IV score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	5.157303371	5.786516854
SD	1.912274208	1.915676418
N	89	89
Pearson Correlation	0.294657327	
t	2.611206989**	

Table No. T.71

t-test results for Pretest-Post test difference for Area V score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	2.494382022	4.651685393
SD	1.197759229	1.726143387
N	89	89
Pearson Correlation	0.326073008	
t	11.6232719**	

Table No. T.72

t-test results for Pretest-Post test difference for Area total score of Life Skills Test in case of Students of Vidya Niketan Secondary School, Udaipur

	Pre Test	Post Test
Mean	19.50561798	28.53932584
SD	6.192230461	8.022774656
N	89	89
Pearson Correlation	0.591922215	
t	12.86310195**	

* t-value significant at 05 level of significance.

.. t-value significant at 01 level of significance.

APPENDIX II

TOOLS USED IN THE STUDY

इंस्टीट्र्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर

49, महावीरनगर सेक्टर - 4, उदयपुर, 313002

**माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाजसेवा
कार्यक्रम (S.U.P.W.) -एक प्रायोगिक अध्ययन
SURVEY TOOL
(साक्षात्कार अनुसूची प्रधानाध्यपकर्ते के लिये)**

राष्ट्रीय शौकिक अनुसंधान एवं प्रशिक्षण पारिषद् के उत्तमाधान में एक अनुसंधान पार्सोनल की जरूरि है, जिसके अंतर्गत विद्यालयी में शमाजीपर्याप्ति उत्पादक कार्य एवं रामाज शेवा कार्यक्रम का संचालन किया प्रबाहर को हो रहा है, इसका अध्ययन किया जावेगा एवं इसे और प्रशार्वी ढंग से संचालित करने हेतु सुझाव दिये जावेगे। इस शौकिक कार्य में आपका शहयोग अपेक्षित है। आप आपके विद्यालय में चल रहे शमाजीपर्याप्ति उत्पादक कार्य एवं रामाज शेवा कार्यक्रम के संबंध में जानकारी देकर अनुग्रहीत करें। आप निःशक्तोच होवर उत्तर दो। आपके उत्तर गोपनीय बख्तें जावेगें एवं इनका उपयोग बोलते अनुसंधान कार्य हेतु ही किया जावेगा।

डॉ. अरविंद फाटक
प्रगति अवलोकन

प्राणात्मिक विषयों का जीवन

विद्यालय का नाम : राजस्थान विश्वविद्यालय, अमृतपुरा, अमृतपुरा, राजस्थान

कर्षागत प्रवृत्तियाँ :-

2 इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कौन-कौन सी प्रवृत्तियाँ विद्यालय में शायालित की जाती है ?
(क) अनिवार्य प्रवृत्ति समूह के अंतर्गत

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

(स) त्रैकल्पिक प्रवृत्ति समूह के जारीगत

1

2

3

4

5

(गदि आपके विद्यालय में प्रवृत्तियों समालित छात्र हों तो उन्हें कौन प्रश्ना करा दें ?)

3 उपरोक्त प्रवृत्तियों आपके विद्यालय में कब कब सत्रालित की जाती है ?

(1) नहीं भर निरन्तर (2) नहीं न शिखिएगा

4 यदि अनिवार्य प्रवृत्ति वर्षभर सचालित की जाती है तो इसके लिये अध्यात्म में कितने कालाश दिये जाते हैं ?

(i) 1 (ii) 2 (iii) 3 (iv) 4 (v) 5 (vi) 6 +

5 यदि त्रैकल्पिक प्रवृत्ति वर्षभर सचालित की जाती है तो इसके लिये सप्ताह में कितने कालाश दिये जाते हैं ?

(i) 1 (ii) 2 (iii) 3 (iv) 4 (v) 5 (vi) 6 +

6 क्या इन प्रवृत्तियों में छात्र रुचि लेते हैं ?

(1) बहुत अधिक (2) अधिक (3) सामान्य (4) कम (5) बहुत कम

7 इन प्रवृत्तियों में छात्र कितनी दक्षता प्राप्त करते हैं ?

(1) बहुत अधिक (2) अधिक (3) सामान्य (4) कम (5) बहुत कम

8 क्या इन प्रवृत्तियों के सचालन हेतु क्या अध्यापक उपलब्ध हैं ?

(1) हों (2) कुछ प्रवृत्तियों में उपलब्ध है (3) विल्कुल नहीं

9 इन प्रवृत्तियों के सचालन हेतु क्या पर्याप्त स्थान उपलब्ध हैं ?

(1) हों (2) कुछ प्रवृत्तियों के लिये नहीं (3) विल्कुल नहीं

10 इन प्रवृत्तियों के सचालन हेतु क्या पर्याप्त सामग्री उपलब्ध हैं ?

(1) हों (2) कुछ प्रवृत्तियों के लिये नहीं (3) विल्कुल नहीं

11 क्या आप इन प्रवृत्तियों को शैक्षिक दृष्टि से उपयोगी मानते हैं ?

(1) हों (2) कुछ सीमा तक (3) विल्कुल नहीं

शिक्षिकर

12 क्या आपके विद्यालय में शिक्षिक आयोजित किया जाता है ?

(1) हों (2) कुछ सीमा तक (3) अनिश्चित

(गदि आपके विद्यालय में शिक्षिक आयोजित किया जाता हो तो नीचे दिये गए प्रश्नों के उत्तर दे)

समाजिक्य

(20) इस कार्यक्रम में मुख्याकन कौसे होंगा जाना है ?
 (1) .
 (2) .
 (3) .
 (4) .
 (5) .

(21) क्या अध्यापक समाजोपयोगी उत्पादक कार्य एवं समाज रोपा कार्यक्रम में फिल्मी रूचि लेता है ?
 (1) बहुत प्रशिक्षित (2) अधिक (3) सामान्य (4) कुछ कुछ (5) विलकृल नहीं

(22) क्या अध्यापक समाजोपयोगी उत्पादक कार्य एवं समाज रोपा का फिल्मा उपयोगी मानते हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कुछ-कुछ (5) विलकृल नहीं

(23) इसे जारी रखने के आप कितने पक्ष में हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कुछ-कुछ (5) विलकृल नहीं

(24) इस कार्यक्रम के सचालन में प्रमुख कठिनाइयाँ / बाधाएँ क्या हैं ?
 (1) गोरोग ससाधनों की कमी ()
 (2) अध्यापकों की कमी ()
 (3) शिक्षालय में स्थान का अभाव ()
 (4) परीक्षा-परीणामों में इस प्रवृत्ति का अक भार न होने से शिक्षकों व छात्रों में रुचि का अभाव ()
 (5) अभिभावकों में सकारात्मक दृष्टिकोण का अभाव ()
 (6) बच्चों की पढ़ाई में व्यवधान ()
 (7) रात्रि शिविरों के सचालन में कठिनाई ()
 (8) प्रवृत्तियों के सचालन में अध्यापकों की दक्षता न होना ()
 (9) अन्य कोई कठिनाई हो तो लिखें

(25) इस कार्यक्रम को सफल एवं प्रभावी बनाने हेतु आपके क्या रुझाव हैं ?
 (1) ..
 (2) ..
 (3) ..
 (4) ..
 (5) ..

इंस्टीट्यूट ऑफ सीशियल डेवलपमेंट, उदयपुर

49, महाराजनगर सेक्टर - 4, उदयपुर, 313002

माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाजसेवा कार्यक्रम (S.U.P.W.) -एक प्रायोगिक अध्ययन SURVEY TOOL (प्रश्नबद्धता अध्यापकों के लिये)

साप्तर्षीय शौक्षिक अनुबंधान एवं प्रशिक्षण परिषद् द्वारा दत्तवाधान में एवं अनुबंधान परियोजना ली गई है, जिसके अंतर्गत विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाज बोका कार्यक्रम का बांचालन किस प्रकार हो रहा है, इसका अध्ययन किया जावेगा एवं इसे और प्रभावी ढंग से बचालित करने हेतु सुझाव दिये जावेगें। इस शौक्षिक कार्य में आपका सहयोग अपेक्षित है। आप इसके विद्यालय में चल रहे समाजोपयोगी उत्पादक कार्य एवं समाज बोका जारीकरण द्वारा जागरूकी देकर अनुग्रहीत करें। आप जिसकोच होकर उत्तम दे। आपको उत्तम गोपनीय बच्चों जावेगें एवं इनका उपयोग केवल अनुबंधान जारी हेतु ही किया जावेगा।

डॉ. अश्विनि फाटवा
(प्रभुव अवकेपक)

अध्यापक का नाम

विद्यालय का नाम

माध्यमिक कक्षाओं में पढ़ाने का अनुभव (वर्षों में) दिनांक

1 क्या आपके विद्यालय में समाजोपयोगी उत्पादक कार्य एवं समाजसेवा (S.U.P.W.) कार्यक्रम का संचालन होता है ?

(1) हाँ (2) नहीं (3) अनिश्चित

कक्षागत प्रवृत्तियाँ :-

2 इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कौन-कौन सी प्रवृत्तिया विद्यालय में संचालित की जाती है ?

(क) अनिवार्य प्रवृत्ति समूह के अंतर्गत

- 1
- 2
- 3
- 4
- 5

(ख) तैकल्पिक प्रवृत्ति समूह के अंतर्गत

(यदि आपके विद्यालय ने प्रवृत्तियों संधारित होती है तो आगे के प्रश्नों का उत्तर दे)

3 उपरोक्त प्रवृत्तियों आपके विद्यालय में कब-कब सचालित की जाती है ?
 (1) वर्ष भर निरन्तर (2) केवल शिविर में

4 यदि अनिवार्य प्रवृत्ति वर्ष भर सचालित की जाती है तो इसके लिये सप्ताह में कितने कालाश दिये जाते हैं ?
 (1) एक (2) दो (3) तीन
 (4) चार (5) पाँच (6) छ. तथा छ. से अधिक

5 यदि वैकल्पिक प्रवृत्ति समूह वर्ष भर संचालित की जाती है तो इसके लिए सप्ताह में कितने कालाश दिये जाते हैं ?
 (1) एक (2) दो (3) तीन
 (4) चार (5) पाँच (6) छ. तथा छ. से अधिक

6 क्या इन प्रवृत्तियों में छात्र रुचि लेते हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कम (5) बहुत कम

7 इन प्रवृत्तियों में छात्र कितनी दक्षता प्राप्त करते हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कम (5) बहुत कम

8 इन प्रवृत्तियों के संचालन हेतु क्या अध्यापक उपलब्ध है ?
 (1) हाँ (2) कुछ ही प्रवृत्तियों में उपलब्ध है (3) विल्कुल नहीं

9 इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त स्थान उपलब्ध है ?
 (1) हाँ (2) कुछ ही प्रवृत्तियों में उपलब्ध है (3) विल्कुल नहीं

10 इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त साधन सामग्री उपलब्ध है ?
 (1) हाँ (2) कुछ ही प्रवृत्तियों में उपलब्ध है (3) विल्कुल नहीं

11 क्या आप इन प्रवृत्तियों को शैक्षिक दृष्टि से उपयोगी मानते हैं ?
 (1) हाँ (2) कुछ सीमा तक (3) विल्कुल नहीं

ଶ୍ରୀମଦ୍ଭଗବତ

11 यह कार्यक्रम किसी विद्युत जलसंकट से नहीं प्रभावित होता है ?

- विद्युत के लाभों का विकास जलसंकट से नहीं प्रभावित होता है
- विद्युत के द्वारा सार्वजनिक जलसंकट से नहीं प्रभावित होता है
- विद्युत में बहुत सारे लाभ होते हैं
- विद्युत जलसंकट से नहीं प्रभावित होता है

प्रौद्योगिकी

22 इस विद्युत के लाभों का विकास किसी विद्युत जलसंकट से नहीं प्रभावित होता है ?

- विद्युत अधिक (2) साधक (3) सामान्य (4) कुछ-कुछ (5) विवरण नहीं

23 यहाँ से जो विवरण दिए गए हैं वे किसी विद्युत जलसंकट से नहीं प्रभावित होते हैं ?

- विद्युत अधिक (2) साधक (3) सामान्य (4) कुछ-कुछ (5) विवरण नहीं

24 इसे जारी रखने के आप कितने पक्ष में हैं ?

- विद्युत अधिक (2) अधिक (3) सामान्य (4) कुछ-कुछ (5) विवरण नहीं

25 समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम के राफल संवाद में प्रमुख कठिनाईयों का विवरण दीजिए ?

- विद्युत संसाधनों की कमी (2) विद्युत की कमी (3) विवरण में स्थान का अभाव (4) विद्युत-परिक्षणों में दूरी प्रवृत्ति की कमी (5) विद्युत से विद्युत उत्पादन में विवरण का अभाव (6) विद्युत से विद्युत उत्पादन में विवरण का अभाव (7) विद्युत से विद्युत उत्पादन में विवरण का अभाव (8) विद्युत से विद्युत उत्पादन में विवरण का अभाव (9) विद्युत से विद्युत उत्पादन में विवरण का अभाव

26 समाजोपयोगी उत्पादक कार्य एवं समाजसेवा कार्यक्रम को प्रभावी बनाने हेतु आपके क्या सुझाव हैं ?

- विद्युत से विद्युत उत्पादन में विवरण का अभाव (2) विद्युत से विद्युत उत्पादन में विवरण का अभाव (3) विद्युत से विद्युत उत्पादन में विवरण का अभाव (4) विद्युत से विद्युत उत्पादन में विवरण का अभाव (5) विद्युत से विद्युत उत्पादन में विवरण का अभाव

इंस्टीट्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर

49, ਗਹਾਨੀਦਨਮਾਟ ਸੰਕਲਨ - 4 ਤੇਲਿਗੁ, 313002

माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाजदोत्ता कार्यक्रम (S.C.P.W.) एक प्रारंभिक अध्ययन

SURVEY TOOL

(प्रश्नावली छवियों को लेये)

राष्ट्रीय शौकिल अनुसाधान पर उपाधान प्राप्त के विवाहों में १०८ अनुसाधान पर्सेशनों की गई है, जो इनमें विवाहित विवाहितों ने राष्ट्रीय अधिकारी उपाधान कार्य सुख राष्ट्रीय शौकिल का राष्ट्रीय विवाह संबंध से ही रहा है, इसका अध्ययन किया जावेगा। एक छरो और प्रगतिशीलों का से राष्ट्रीय विवाह के द्वारा शौकिल कार्य में आपका राह्योग अपेक्षाकृ है। जापा आपके विवाह में चल रहे सभाजीपत्रोंगति उपाधान कार्य सुख राष्ट्रीय शौकिल कार्यकारी देवताओं अनुसाधानों के बारे। आप नोःरातों द्वारा उत्तर दो। आपको उत्तर गोपनीय बनवे जावेगे एवं फलता उपाधान उत्तर अनुसाधान कार्य हेतु हो किया जावेगा।

એવી અર્થાત્તે પ્રાપ્ત
(પ્રાર્થન અનુભૂતિથી)

छात्र/छात्रा का नाम

三

प्रैदात्तरा

15

कक्षागत प्रवत्तियाँ :-

2 इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कोन कोन सौ प्रवृत्तिया विभालग में सतावें ही जाती है ?
 (क) अनिवार्य प्रवृत्ति समूह के अंतर्गत

1.	1	2	3	4	5	6	7	8	9	10
2.	1	2	3	4	5	6	7	8	9	10
3.	1	2	3	4	5	6	7	8	9	10
4.	1	2	3	4	5	6	7	8	9	10
5.	1	2	3	4	5	6	7	8	9	10

(ख) वैकल्पिक प्रवृत्ति रामूह के अर्थमें

1

2

3.

4

5

(यदि आपके विद्यालय में ये प्रवृत्तियों सचालित होती हैं तो आगे के प्रश्नों का उत्तर दे)

3. उपरोक्त प्रवृत्तियों आपके विद्यालय में कब-कब सचालित की जाती है ?

(1) वर्षभर निरन्तर (2) केवल शिविर में

4. यदि अनिवार्य प्रवृत्ति वर्षभर सचालित की जाती है तो इसके लिये सप्ताह में कितने कालाश दिये जाते हैं ?

(i) 1 (ii) 2 (iii) 3 (iv) 4 (v) 5 (vi) 6 +

5. यदि वैकल्पिक प्रवृत्ति वर्षभर सचालित की जाती है तो इसके लिये सप्ताह में कितने कालाश दिये जाते हैं ?

(i) 1 (ii) 2 (iii) 3 (iv) 4 (v) 5 (vi) 6 +

6. क्या इन प्रवृत्तियों आपको अच्छी लगती है ?

(1) बहुत अधिक (2) अधिक (3) सामान्य (4) कम (5) नहीं

7. (क) क्या आप इन प्रवृत्तियों में नियमित रूप से भाग लेते हैं ?

(1) हौं (2) नहीं (3) अनिश्चित

(ख) आप जिस प्रवृत्ति में भाग लेते हैं उसे स्वतन्त्र रूप से सफलतापूर्वक कर सकते हैं?

(1) हौं (2) कुछ सीमा तक (3) बहुत कम (4) बिल्कुल नहीं

8. क्या आपको इन प्रवृत्तियों में अच्छा मार्गदर्शन मिलता है ?

(1) हौं (2) नहीं (3) अनिश्चित

9. इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त स्थान उपलब्ध है ?

(1) हौं (2) कुछ प्रवृत्तियों के लिये नहीं (3) बिल्कुल नहीं

10. इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त साधन सामग्री उपलब्ध है ?

(1) हौं (2) कुछ प्रवृत्तियों के लिये नहीं (3) बिल्कुल नहीं

11. क्या आप इन प्रवृत्तियों को शैक्षिक दृष्टि से उपयोगी मानते हैं ?

(1) हौं (2) कुछ सीमा तक (4) बिल्कुल नहीं

शिविर

12 क्या आपके विद्यालय में शिविर आयोजित किया जाता है ?
 (1) हॉ (2) कुछ सीमा तक (3) अनिश्चित
 (गदि आपके विद्यालय में शिविर आयोजित किया जाता है) तो गदि निम्न गत प्रक्रिया निचे लिखें।

13 शिविर की अवधि कितनी होती है ?
 (1) एक दिन (2) दो दिन (3) तीन (4) छार दिन
 (5) पाँच दिन (6) कोई निश्चित अवधि नहीं

14 क्या शिविर में विद्यार्थी रात्रि आवास भी शिविर स्थल पर करते हैं ?
 (1) हॉ (2) नहीं (3) अनिश्चित

15 शिविर में निम्नलिखित में से जो प्रवृत्तियों सावालित की जाती हैं उनके आगे सही का चिन्ह (✓) लगाइये।
 (1) सामुदायिक सेवाकार्य ()
 (2) सर्वेक्षण सेवाकार्य ()
 (3) राष्ट्रीय भावात्मक प्रयोजना कार्य ()
 (4) सांस्कृतिक एवं मनोरजनात्मक कार्य ()

16 क्या आपकी दृष्टि में शिविर शैक्षिक दृष्टि से महत्वपूर्ण होते हैं ?
 (1) हॉ (2) कुछ सीमा तक (3) बिल्कुल नहीं

17 यदि शिविर के कुछ की कार्यक्रम अच्छे लगते हैं तो वे कौनसे हैं ?
 (1) ()
 (2) ()
 (3) ()
 (4) ()

18 आपकी दृष्टि में क्या शिविर अवधि में परिवर्तन होना चाहिये ?
 (1) हॉ (2) नहीं (3) अनिश्चित

19 (क) यदि हॉ, तो किस प्रकार का परिवर्तन आप सुझाते हैं ?
 (1) अवधि बढ़ानी चाहिए ()
 (2) अवधि कम करनी चाहिये ()
 (ख) शिविर की अवधि कुल कितने दिन की होनी चाहिए ?
 (1) 3 दिन (2) 4-5 दिन (3) 6-7 दिन
 (4) 8-9 दिन (5) 10 दिन से अधिक

स्वामीनाथ

20 क्या इस कार्यक्रम से मुख्यालय की व्यवस्था है ?
 (1) हो (2) नहीं (3) अग्निशित

21 इस प्रवृत्ति को आप जीवन के लिए कितना उपयोगी मानते हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कुछ-कुछ (5) बिल्कुल नहीं

22 इसे जारी रखने के आप कितने पक्ष में हैं ?
 (1) बहुत अधिक (2) अधिक (3) सामान्य (4) कुछ-कुछ (5) बिल्कुल नहीं

23 समाजोपयोगी उत्पादक कार्य एव समाज सेवा कार्यक्रम के सफल संचालन में प्रभुत्य कठिनाईयों / विघ्नों क्या हैं ?
 (1) वित्तीय संसाधनों की कमी ()
 (2) अध्यापकों की कमी ()
 (3) विद्यालय में स्थान का अभाव ()
 (4) परीक्षा-परीणामों में इस प्रवृत्ति का अंक भार न होने से शिक्षकों व छात्रों में रुचि का अभाव ()
 (5) अभिभावकों में सकारात्मक दृष्टिकोण का अभाव ()
 (6) बच्चों की पढ़ाई में व्यवधान ()
 (7) रात्रि शिविरों के संचालन में कठिनाई ()
 (8) प्रवृत्तियों के संचालन में अध्यापकों की दक्षता न होना ()
 (9) अन्य कोई कठिनाई हो तो लिखें ()

24 समाजोपयोगी उत्पादक कार्य एव समाजसेवा कार्यक्रम को प्रभावी बनाने हेतु आपके क्या सुझाव हैं ?
 (1) ...
 (2) ...
 (3) ...
 (4) ...
 (5) ...

इंस्टीट्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर
49, महावीर नगर सेक्टर-4, उदयपुर- 313 002

माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम (S.U.P.W.) – एक प्रायोगिक अध्ययन

POST EXPERIMENTAL TOOL (साक्षात्कार अनुसूची प्रधानाध्यापको के लिये)

प्रिय महोदय,

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, नई दिल्ली के तत्वाधान में एक अनुसंधान परियोजना में आपके स्कूल को भी समिलित किया गया है, जिसके अन्तर्गत समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम का संचालन इस शैक्षिक सत्र में किया गया । आप आपके विद्यालय में इस वर्ष चले समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम के संबंध में जानकारी देकर अनुग्रहीत करें । आप निःसंकोच उत्तर दे । आपके उत्तर गोपनीय रखें जावेंगे एवं इनका प्रयोग केवल अनुसंधान कार्य हेतु ही किया जाएगा ।

डॉ. अरविन्द फाटक

निर्देश :- जहाँ विकल्प दिये गये, उन प्रश्नों में सही उत्तर पर (✓) का चिन्ह लगाये।

प्रधानाध्यापक का नाम
.....

विद्यालय का नाम दिनांक

ग्रामीण/शहरी राजकीय/निजी विद्यालय

2. इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कौन-कौन सी प्रवृत्तियाँ विद्यालय में संचालित की गई ?

(अ) मुख्य प्रवृत्ति
 (ब) अन्य प्रवृत्तियाँ :

1.
 2.
 3.
 4.
 5.
 6.
 7.
 8.

3. कौन-कौन सी प्रवृत्तियाँ विद्यालय में कब-कब संचालित की गई ?

(अ) सत्र पर्यन्त संचालित की गई प्रवृत्तियों के नाम	(ब) केवल शिविर में संचालित प्रवृत्तियों के नाम
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. जो प्रवृत्तियाँ वर्ष भर संचालित की गई हैं, उनके लिये सप्ताह में कितने कालांश दिये गये ?

(1) एक	(2) दो
(3) तीन	(4) चार या चार से अधिक

5. सत्र पर्यन्त चलने वाली प्रवृत्तियाँ में विद्यार्थीयों ने कितनी रुचि दिखाई ?

(1) बहुत अधिक	(2) अधिक	(3) सामान्य
(4) कम	(5) बहुत कम	

शिविर

14. शिविर में निम्नलिखित में से जो कौन-कौन सी प्रवृत्तिया संचालिता की गई ?

(1) सामुदायिक सेवा कार्य	हॉ / नहीं
(2) सर्वेक्षण कार्य	हॉ / नहीं
(3) राष्ट्रीय भावात्मक एकता साबंधी कार्य	हॉ / नहीं
(4) सांस्कृतिक एवं मनोरंजनात्मक कार्य	हॉ / नहीं
(5) जीवन कौशल आधारित कार्य	हॉ / नहीं
(6) अन्य कोई प्रवृत्तियाँ जो सम्पन्न हुई	

15. क्या आपकी दृष्टि में शिविर शैक्षिक दृष्टि से महत्वपूर्ण सिद्ध हुआ है ?

(1) हॉ	(2) कुछ सीमा तक
(3) बिल्कुल नहीं	

16. (अ) विद्यार्थियों ने शिविर के जिन कार्यक्रमों में सर्वाधिक रुचि दिखाई उन्हें क्रमशः लिखिये –

1.	3.
2.	4.
5.	6.

(ब) जिन कार्यों में बहुत कम रुचि दिखाई उन्हे लिखियें

1.	2.	3.
4.	5.	6.

17. आपकी दृष्टि में क्या शिविर अवधि में परिवर्तन होना चाहिये ?

(1) हॉ	(2) नहीं	(3) अनिश्चित
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18. यदि परिवर्तन चाहते हैं तो शिविर की अवधि कुल कितने दिन की होनी चाहिये ? दिन

सामान्य

19. क्या अध्यापकों ने समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम में रुचि दिखाई ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कुछ-कुछ (5) बिल्कुल नहीं

20. आप इसे जारी रखने के कितने पक्ष में हैं ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कुछ-कुछ (5) बिल्कुल नहीं

21. समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम के सफल संचालन में प्रमुख कठिनाईयाँ / बाधाएँ क्या थीं ?

1.	वित्तीय संसाधनों की कमी	हौं / नहीं
2.	वित्तीय संसाधनों का समुचित उपयोग न हो पाना	हौं / नहीं
3.	अध्यापकों की कमी	हौं / नहीं
4.	सभी अध्यापकों के परस्पर सहयोग में कमी	हौं / नहीं
5.	विद्यालय में स्थान का अभाव	हौं / नहीं
6.	परीक्षा-परिणाम में इस प्रवृत्ति का अंक भार न होने से शिक्षकों एवं छात्रों में रुचि का अभाव	हौं / नहीं
7.	अभिभावकों में इस कार्यक्रम के प्रति सकारात्मक दृष्टिकोण रुचि का अभाव बच्चों की पढ़ाई में व्यवधान	हौं / नहीं
8.	बच्चों की पढ़ाई में व्यवधान	हौं / नहीं
9.	रात्रि शिविरों के संचालन में कठिनाई	हौं / नहीं
10.	प्रवृत्तियों के संचालन में अध्यापकों की दक्षता न होना	हौं / नहीं
11.	प्रशासनिक अधिकारियों के सहयोग में कमी	हौं / नहीं

12 अन्य कोई कठिनाई हो तो लिखे ..

22. समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम को प्रभावी बनाने हेतु

आपके सुझाव क्या है ?

(अ) सत्र-पर्यन्त चलने वाली प्रवृत्तियों संबंधी

1.
2.
3.
4.

(ब) शिविर संबंधी

1.
2.
3.
4.
5.

इंस्टीट्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर
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माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम (S.U.P.W.) – एक प्रायोगिक अध्ययन POST EXPERIMENTAL TOOL (प्रश्नावली अध्यापकों के लिये)

प्रिय महोदय,

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, नई दिल्ली के तत्वाधान में एक अनुसंधान परियोजना में आपके स्कूल को भी समिलित किया गया है, जिसके अन्तर्गत समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम का सचालन इस शैक्षिक सत्र में किया गया। आप आपके विद्यालय में इस वर्ष चले समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम के संबंध में जानकारी देकर अनुग्रहीत करें। आप नि.संकोच उत्तर दे। आपके उत्तर गोपनीय रखें जायेंगे एवं इनका प्रयोग केवल अनुसंधान कार्य हेतु ही किया जाएगा।

डॉ. अरविन्द फाटक

विद्यार्थी का नाम पद

विद्यालय का नाम ग्रामीण / शहरी

राजकीय/निजी भाष्यमिक कक्षाओं में पढ़ाने का अनुभव (वर्षों में).....

दिनांक

2. इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कौन-कौन सी प्रवृत्तियाँ संचालित की गई ?

(अ) मुख्य प्रवृत्ति.....

(ब) अन्य प्रवृत्तियाँ :

1.
2.
3.
4.
5.
6.
7.

3. कौन-कौन सी क्रियात्मक प्रवृत्तियाँ विद्यालय में कब-कब संचालित की गई ?

(अ) सत्र पर्यन्त संचालित की गई (ब) केवल शिविर में संचालित प्रवृत्तियों प्रवृत्तियों के नाम के नाम

1.
2.
3.
4.
1.
2.
3.
4.

4. जो प्रवृत्तियाँ वर्ष भर संचालित की गई हैं तो उनके लिये सप्ताह में कितने कालांश दिये गये ?

(1) एक (2) दो (3) तीन (4) चार या चार से अधिक

5. सत्र पर्यन्त चलने वाली प्रवृत्तियों में विद्यार्थियों ने कितनी रुचि दिखाई ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कम (5) बहुत कम

6. इन प्रवृत्तियों में छात्रों ने कितनी दक्षता प्राप्त की है ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कम (5) बहुत कम

7. क्या इन प्रवृत्तियों के संचालन हेतु आप बराबर उपलब्ध रहे ?
(1) हाँ (2) कुछ ही प्रवृत्तियों में (3) बिल्कुल नहीं

8. इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त रथान उपलब्ध था ?
(1) हाँ (2) कुछ ही प्रवृत्तियों हेतु उपलब्ध था
(3) बिल्कुल नहीं

9. इन प्रवृत्तियों के संचालन हेतु क्या पर्याप्त रथान उपलब्ध था ?
(1) हाँ (2) कुछ ही प्रवृत्तियों हेतु उपलब्ध थी
(3) बिल्कुल नहीं

10. क्या आप इन प्रवृत्तियों को शैक्षिक दृष्टि से उपयोगी मानते हैं ?
(1) हाँ (2) कुछ सीमा तक (3) बिल्कुल नहीं

शिविर

15. क्या आपकी दृष्टि में शिविर शैक्षिक दृष्टि से महत्वपूर्ण सिद्ध हुआ है ?
 (1) हाँ (2) कुछ समय तक (3) बिल्कुल नहीं

16. (अ) क्या विद्यार्थियों ने शिविर के जिन कार्यक्रमों में सर्वाधिक रुचि दिखाई, उन्हें क्रमशः लिखिए –

1
 2
 3
 4
 5

(ब) जिन कार्यों में बहुत कम रुचि दिखाई, उनके नाम क्रमशः लिखे –

1. 2.
 3. 4.
 5. 6.

17. आपकी दृष्टि में क्या शिविर अवधि में परिवर्तन होना चाहिये ?
 (1) हाँ (2) नहीं (3) अनिश्चित

18. यदि परिवर्तन घाहते हैं, तो शिविर कितनी अवधि का होना चाहिए ? दिन

19. क्या आप शिविर को अतिरिक्त कार्य भार मानते हैं ?
 (1) हाँ (2) नहीं

20. आपकी दृष्टि में शिविर के किन–किन कार्यक्रमों का आयोजन प्रभावी रहा ?

1 4.
 2 5.
 3 6.

सामान्य

21. (अ) क्या इस कार्यक्रम के मूल्यांकन की व्यवस्था है ?
 (1) हाँ (2) नहीं (3) अनिश्चित

(ब) यदि हाँ, तो इस प्रवृत्ति का मूल्यांकन कैसे करते हैं ?

(1) प्रवृत्ति के आयोजन के साथ (2) प्रवृत्ति समाप्ति पर
 (3) द्विमासिक (4) अर्द्धवार्षिक
 (5) सत्रसमाप्ति पर

22. छात्रों के जीवन के लिये आप इन प्रवृत्तियों को कितना उपयोगी मानते हैं ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कुछ-कुछ (5) विल्कुल नहीं

23. इसे जारी रखने के आप कितने पक्ष में हैं ?

(1) बहुत अधिक (2) अधिक (3) सामान्य
 (4) कुछ-कुछ (5) विल्कुल नहीं

24. समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम के सफल संचालन में कौन-कौन सी प्रमुख कठिनाईयों / बाधाओं का सामना करना पड़ा ?

1.	वित्तीय संसाधनों की कमी	हाँ/नहीं
2.	वित्तीय रांसाधनों का समुचित उपयोग न हो पाना	हाँ/नहीं
3.	अध्यापकों की कमी	हाँ/नहीं
4.	सभी अध्यापकों के परस्पर सहयोग में कमी	हाँ/नहीं
5.	विद्यालय में रथान का अभाव	हाँ/नहीं
6.	परीक्षा-परिणाम में इस प्रवृत्ति का अंक भार न होने से शिक्षकों एवं छात्रों में रुचि का अभाव	हाँ/नहीं
7.	अभिभावकों में इस कार्यक्रम के प्रति सकारात्मक दृष्टिकोण रुचि का अभाव बच्चों की पढ़ाई में व्यवधान	हाँ/नहीं
8.	बच्चों की पढ़ाई में व्यवधान	हाँ/नहीं
9.	रात्रि शिविरों के संचालन में कठिनाई	हाँ/नहीं
10.	प्रवृत्तियों के संचालन में अध्यापकों की दक्षता न होना	हाँ/नहीं
11.	प्रशासनिक अधिकारियों के सहयोग में कमी	हाँ/नहीं
12.	अन्य कोई कठिनाई हो तो लिखें	

25. समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम को प्रभावी बनाने हेतु आपके सुझाव क्या है ?

(अ) सब्र-पर्यन्त चलने वाली प्रवृत्तियों संबंधी

1.

2.

3.

4.

(ब) शिविर संबंधी

1.

2.

3.

4.

5.

इंस्टीट्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर
49, महावीर नगर सेक्टर-4, उदयपुर- 313 002

माध्यमिक विद्यालयों मे समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम (S.U.P.W.) – एक प्रायोगिक अध्ययन

POST EXPERIMENTAL TOOL (प्रश्नावली छात्रों के लिये)

प्रिय विद्यार्थी,

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, नई दिल्ली के तत्वाधान में एक अनुसंधान परियोजना में आपके स्कूल को भी सम्मिलित किया गया है, जिसके अन्तर्गत समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम का संचालन इस शैक्षिक सत्र में किया गया । आप आपके विद्यालय में इस वर्ष चले समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कायक्रम के संबंध में जानकारी देकर अनुग्रहीत करें । आप निःसंकोच उत्तर दे । आपके उत्तर गोपनीय रखें जावेंगे एवं इनका प्रयोग केवल अनुसंधान कार्य हेतु ही किया जाएगा ।

डॉ. अरविन्द फाटक

निर्देश :- जहाँ विकल्प दिये गये, उन प्रश्नों के सही उत्तर पर (✓) का चिन्ह लगाये। किसी प्रश्न के समझाने में कठिनाई हो तो शिक्षक से पूछ सकते हैं।

विद्यार्थी का नाम कक्षा

विद्यालय का नाम दिनांक

ग्रामीण/शहरी राजकीय/निजी विद्यालय

2. इस कार्यक्रम के अन्तर्गत कक्षागत कार्य में कौन-कौन सी प्रवृत्तियाँ विद्यालय में संचालित की गई ? (सही की निशान लगाएँ)

(अ) मुख्य कौशल आधारित प्रवृत्ति.....

(ब) अन्य प्रवृत्तियाँ:

(1) प्राथमिक उपचार के तरीके : (अ) चोटों की रोकथाम

(ब) विषाक्तता तथा जानवरों द्वारा

काटने पर उपचार

(स) घावों की देखभाल

(2) टीकाकरण संबंधी जानकारी

(3) घरेलू उपकरणों का रखरखाव : (अ) प्रेस

(ब) घरेलू गैस

(स) पयूज बाँधना

(4) बैंक संबंधी जानकारी

(5) पोस्ट ऑफिस संबंधी जानकारी

(6) सड़क यातायात नियमों एवं सूचकों संबंधी जानकारी

(7) अधिकारों संबंधी जानकारी (अ) उपभोक्ता अधिकार

(ब) मानवाधिकार

(स) बाल अधिकार

(द) संविधान प्रदत्त मूल अधिकार एवं
कर्तव्य

(8) पर्यावरण सुरक्षा संबंधी जानकारी

(9) फलों एवं सब्जियों का परिरक्षण

(10) अन्य कोई जानकारी जो दी गई.....

3. कौन-कौन सी प्रवृत्तियाँ आपके विद्यालय में कब-कब संचालित की गई ?

(अ) सत्र पर्यन्त संचालित की गई प्रवृत्तियों के नाम

1.
2.
3.
4.
5.
6.
7.

(ब) केवल शिविर में संचालित प्रवृत्तियों के नाम

1.
2.
3.
4.
5.
6.
7.

4. जो प्रवृत्तियाँ वर्ष भर संचालित की गई हैं, उनके लिये सप्ताह में कितने कालांश दिये गये ?

(1) एक (2) दो
(3) तीन (4) चार या चार से अधिक

5. ये प्रवृत्तियाँ आपको किस सीमा तक अच्छी लगी ?

(1) एक (2) अधिक (3) सामान्य
(4) कम (5) बिल्कुल नहीं

6. क्या आपने इन प्रवृत्तियों में नियमित रूप से भाग लिया ?

(1) हाँ (2) नहीं (3) अनिश्चित

7. आपने जिस प्रवृत्ति में भाग लिया है, क्या उसे आप स्वतन्त्र रूप से सफलतापूर्वक कर सकते हैं ?

(1) हाँ, पूर्ण रूप से (2) कुछ सीमा तक (3) बहुत कम
(4) बिल्कुल नहीं (5) अनिश्चित

शिविर

16. शिविर में निम्नलिखित में से जो प्रवृत्तिया संचालित की गई उनके आगे सही का चिन्ह लगाइये ।

- (1) सामुदायिक सेवाकार्य
- (2) सर्वेक्षण कार्य
- (3) राष्ट्रीय भावात्मक एकता संबंधी
- (4) जीवन कौशल आधारित क्रियात्मक प्रवृत्तियाँ
- (5) सांस्कृतिक एवं मनोरंजनात्मक कार्य
- (6) यदि अन्य कोई प्रकृति सम्पन्न हुई तो नाम बताये

17. क्या आपकी दृष्टि में शिविर जीवनोपयोगी रहा ?

- (1) हाँ
- (2) कुछ सीमा तक
- (3) बिल्कुल नहीं

18. आपको शिविर के कौन-कौन से कार्यक्रम अच्छे लगे ? (नाम लिखें)

1
 2
 3
 4

19. आपकी दृष्टि में क्या शिविर अवधि में परिवर्तन होना चाहिये ?

- (1) हाँ
- (2) नहीं
- (3) अनिश्चित

20. यदि हाँ तो, किस प्रकार का परिवर्तन आप चाहते हैं ?

- 1 अवधि बढ़ानी चाहियें ।
- 2 अवधि कम करनी चाहिये ।

21. आपकी राय में शिविर की अवधि कुल कितने दिन की होनी चाहिये ?
 ..दिन

सामान्य

22 इस कार्यक्रम को जारी रखने के आप वित्तने पक्ष में हैं ?

23. समाजोपयोगी उत्पादक कार्य एवं रामाज सेवा कार्यक्रम के सफल संचालन में प्रमुख कठिनाईयों / बाधाएँ क्या थीं ? हॉ या ना लिखे

1. वित्तिय संसाधनो की कमी ()
2. अध्यापको की कमी ()
3. विद्यालय में स्थान का अभाव ()
4. परीक्षा-परिणाम में इस प्रवृत्ति का अक भार न होने से शिक्षको एवं छात्रों में रुचि का अभाव ()
5. अभिभावको में इस कार्यक्रम के प्रति रुचि का अभाव ()
6. बच्चों की पढ़ाई में व्यवधान ()
7. अन्य कोई कठिनाई हो तो लिखें

24. समाजोपयोगी उत्पादक कार्य एवं समाज सेवा कार्यक्रम को प्रभावी हेतु आपके सझाय हैं ?

1. _____

2. _____

3. _____

4. _____

इंस्टीट्यूट ऑफ सोशियल डेवलपमेंट, उदयपुर
49, महावीर नगर सेक्टर-4, उदयपुर- 313 002

माध्यमिक विद्यालयों में समाजोपयोगी उत्पादक कार्य एवं समाज रेवा कार्यक्रम (S.U.P.W.) – एक प्रायोगिक अध्ययन

POST EXPERIMENTAL TOOL

(अभिभावकों के लिये)

अभिभावक का नाम :

छात्र/छात्रा का नाम : कक्षा

विद्यालय का नाम दिनांक

1. क्या आपको जानकारी है कि इस वर्ष आपके बच्चे के विद्यालय में समाजोपयोगी उत्पादक कार्य एवं समाज रोबा कार्यक्रम का संचालन हुआ था ?
 (अ) हाँ (ब) नहीं (स) अनिश्चित / पता नहीं

2. (क) यदि हाँ, तो क्या अपने बच्चे के इस कार्यक्रम में गाग लेने की आपको जानकारी है ?
 (अ) हाँ (ब) नहीं (स) अनिश्चित
 (ख) यदि हाँ, तो किन-किन विषयों में कौशल प्राप्त करने की जानकारी दी गई -
 (अ) जीवन-कौशल (1) (2) (3)
 (4) (5) (6)
 (ब) हस्त कौशल (1) (2) (3)

3. (क) जिस -जिस विषय में जीवन कौशल/हस्त कौशल के संबंध में जानकारी दी गई, क्या आपका बच्चा घर में उनका उपयोग करता है -
 (अ) हाँ (ब) नहीं (स) अनिश्चित
 (ख) यदि हाँ, तो उनके नाम बताइयें
 (अ) जीवन-कौशल (1) (2) (3)
 (ब) हस्त कौशल (1) (2) (3)

श्रीवाम शोरात्रु : यो से -प्रारम्भिक विकिरणा, परेत् उपकारणों का रख रखाव, फोरेट अंगिस तथा देक संबंधी जानकारी, बातायत गिरेवं सम्बन्धी ज्ञानकारी, आधारकालीन सेवाओं संबंधी ज्ञानकारी, अंगिसरों संबंधी ज्ञानकारी, पर्यावरण संबंधी ज्ञानकारी इत्यादि

प्रसारोपात् : योगे - लिपावे, कागज की धैतियों द्वायादि रसवाना, साइक्सिं रिपेरिं, पाइम-थोल्डर नियोग द्वायादि ।

4. इस कार्यक्रम के अन्तर्गत सिखाये गये जीवन कौशल/हस्त कौशल के संबंध में आपकी क्या राय है?

(क) जीवन कौशल

- बच्चों को इस तरह की गतिविधियाँ सीखानी चाहिये।
- बच्चों को इस तरह की गतिविधियाँ नहीं सीखानी चाहिये।
- अनिश्चित

(ख) हस्त - कौशल

- बच्चों को इस तरह की गतिविधियाँ रीखानी चाहिए।
- बच्चों को इस तरह की गतिविधियाँ नहीं सीखानी चाहिये।
- अनिश्चित

5. यदि सिखाई जाएँ तो कारण बताइये ।

1.
2.
3.

6. यदि नहीं रिखाई जाए तो कारण बताइये।

1.
2.
3.

7. ये कार्यक्रम आपको कैसे लगे ?

(अ) अच्छे

(ब) सामान्य

(स) अच्छे नहीं लगे

8. इस कार्यक्रम को विद्यालय में आगे भी चलाये जाने के बारे में आप कितने सहमत हैं ?

(अ) बहुत अधिक

(व) कुछ-कुछ

(स) विल्फूल नदी

9. इस कार्यक्रम को और अच्छा बनाने के लिये इसमें और कौन-कौन से कार्यक्रम को समिलित किया जाना चाहिये।

1.
2.
3.
4.
5.

सामाजिक विकास संस्थान

49. महापीर नगर, सेक्टर-4, उदयपुर TEST ON LIFE SKILLS

विद्यार्थी का नाम _____
विद्यालय का नाम _____
कक्षा _____

समय 40 मिनीट
दिनांक

समाजोपयोगी उत्पादक कार्य परिषदा

निर्देश : नीचे दिये गये प्रश्नों के चार विकल्प दिग्गज गये हैं। उनमें से जो भवसे सही हो उसके आगे गढ़ी का tick (✓) लगाइये। कुछ प्रश्नों के उत्तर आपको साथ देने हैं, वे उत्तर आप जरूर प्रधन के नीचे दिग्गज गये रिक्त स्थान में लिखिये। इस परीक्षा को पारिणाम वा आपके विद्यालय के परीक्षा पारिणाम पर काउंट असर नहीं पड़ेगा। अत विना झिल्क का उत्तर दीजिय। विनी अन्य विधायी के उत्तर का न देये।

9 वित्तीयन रोड को कहा रोड नाम लाला ये कहना है ?
 (अ) रिकेटरा (ब) स्कालिंग
 (स) अधिका (द) इकाई

10 दूध किस पापक तत्व का मुख्य स्रोत है ?
 (अ) प्रोटीन (ब) कार्बोहाइड्रेट
 (स) विटामिन (द) शॉनेज पदार्थ

11 वायुमण्डल प्रदूषण के लिये उत्तरदायी मुख्य गैरा नामनी है ?
 (अ) कार्बन-ऑनो-आक्साइड (ब) कार्बन-डाइ-आक्साइड
 (स) रस्कर-डाइ-आक्साइड (द) नाइट्रोजन-डाइ-आक्साइड

12 यदि गैरा शिलेण्डर के इरोगाल रो कोई दुर्घटना हो जाती है तो उपचारिका किस अधिकार के अन्तर्गत अपनी शिकायत दर्ज करा सकता है ?
 (अ) जानकारी का अधिकार (ब) सुरक्षा का अधिकार
 (स) ध्यन का अधिकार (द) उपचारिका शिक्षा का अधिकार

13. यदि एक बच्चा आग मे गिर गया है और उराई को दोनों बाँहे जल गई है तब आप प्राथमिक उपचार के लिये क्या करेंगे ?
 (अ) जली हुई धमड़ी पर धी-तेल का लेप लगायें।
 (ब) बच्चे की बाँहे साफ कपड़े से लपेट कर उसे स्वारक्ष्य केन्द्र ले जाएंगे।
 (स) बच्चे की बाँह साफ-ठण्डे पानी रो गरे वर्तने से बुझेंगे।
 (द) धाढ़ी पर रोड़ा-वाई गार्ड लगाएंगे।

14. एक बच्चा पेड़ से गिर गया है, एक टाग टूट गई है, जखा के बीच रो हड्डी दिखाई दे रही है, तब आप क्या करेंगे ?
 (अ) बच्चे की टाग को साफ कम्बल में लपेट देंगे।
 (ब) आहिरता से हड्डी को सही जगह खिराका कर उसे मजबूती से बैंध देने पाकि हड्डी हिले नहीं।
 (स) जखा को साफ कर उसे स्वारक्ष्य केन्द्र ले जाएंगे।
 (द) जखा को ढक कर टाग को खपच्छी के साथ बाध देंगे।

15. पानी गर्म करने की रोड़ को पानी से रख कर ही विद्युत राप्लाई से जोड़ा जाता है क्योंकि -
 (अ) पानी से बाहर विद्युत से जोड़ने पर चलेगी नहीं।
 (ब) उसका अन्दर का विद्युत रोधी पदार्थ (insulation) जलकर खराब हो जाएगा।
 (स) रोड़ गर्म नहीं होगी।
 (द) इनमे से कोई नहीं।

16. एक बच्चे को सुअर ने काट लिया है, उसकी बाँह पर दातो के गहरे निशान है तब आप क्या प्राथमिक उपचार करेंगे ?
 (अ) धाव साफ कर पटटी बैंध देंगे।
 (ब) काटने वाले जानवर पर नजर रखेंगे।
 (स) अगर जानवर भर जाए तब बच्चे को स्वारक्ष्य केन्द्र पर ले जाकर रेडीज का उपचार कराएंगे।
 (द) धाव साफ करके टेटनस की रिथिति भालूम कर उसे टीका और एटीवायोटिक दवाई देंगे।

26. भारतीय राजनीति के अनुसार नामिनों का पाद कहाँ से लिया गया ?

27. रजिस्टर्ड डाक पत्र मेंनों को क्या लाभ है ?

28. चमड़ी पर रो कोट नाशक दमा का अश साफ करने के लिये आप बख्ते को क्या प्रार्थना उपचार देते ?

29. स्टोव से पीली लो और धुआ आ रहा हो तो क्या करना चाहिये ?

30. पशुओं के काटने से कौनसा वायरल सोग हो सकता है ?

31. गोबर के कड़ों को जलाने पर होने वाले कोई दो दुष्प्रभाव लिखिये ।

32. साधारण नमक की जगह कौनसे अध्यव मिले नमक का इरकान करना चाहिये ?

33. गेरा चूल्हे का उपयोग करने से गेरी जाने वाली कोई तीन साकानियाँ लिखिये।

34. राढ़क पर जलने वाली लाल, पीली य हरी बत्तियाँ हुगे यिन चातों का राकेता देती हैं ?

35. राढ़क के बीच मे बनी दो यिन टूटी लकीरे हमे क्या बताती हैं ?

36. इन डाक रामधी के मूल्य बताएँ ।
 (अ) पोरटकार्ड
 (ब) अन्तरदेशीय पत्र
 (स) लिफाफा

37. पेड़—पौधे वायुगण्डल को किस प्रकार शुद्ध रखते हैं ? बताइये ।

APPENDIX III

**PHOTOGRAPHS OF THE S.U.P.W.
ACTIVITIES ORGANISED DURING THE
PROJECT IN EXPERIMENTAL
SCHOOLS**



Address by Principal Investigator Dr. A.R. Phatak during
Inaugural function of S.C.P.W. camp of Jhadol school.



Girls preparing Rangoli during camp
(Jhadol School)



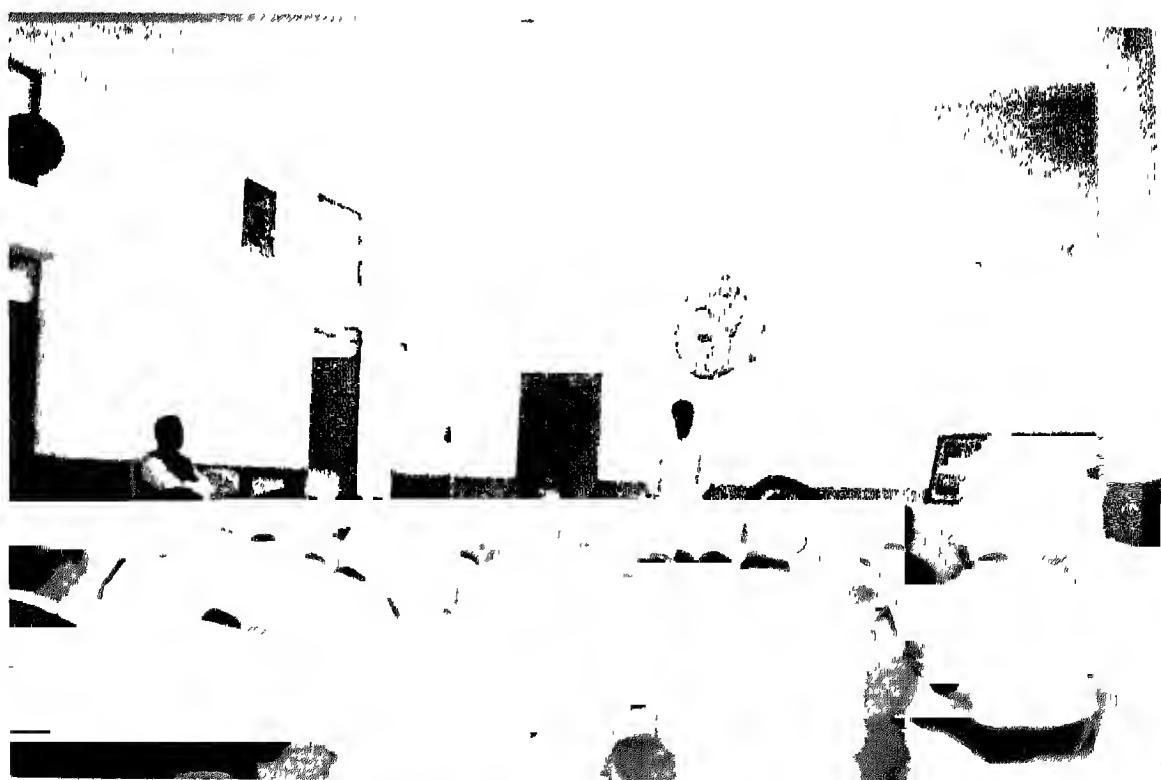
Judges judging performance of students.



Girls preparing Rangoli during camp
(Jhadol School)



**Students busy in Skill based activity
(Panerion Ki Madari)**



**Expert delivering talk related to life skills
(Vidya Niketan Secondary School)**



Students busy in Skill based activity
(Panerion Ki Madari)



Expert delivering talk related to life skills
(Vidya Niketan Secondary School)



**Students listening to lecture of expert regarding life skills
(Bharat School)**



Discussion during Mid-Term Evaluation Workshop